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ABSTRACT

Developed to assist teachers of communication arts in the high school PREP (Preparation for Raising Education Performance) summer classes, the 30 75-minute lessons in this second of two handbooks are designed to help ninth graders operating with below grade level reading skills (around the 3rd-5th grade level) improve their reading comprehension. The lessons, set within a sequence of instruction that recapitulates actual language development, cover listening, speaking, reading, and writing, and begin by exploring students' prior knowledge and experiences as a foundation for the new concepts to be learned. Writing is included as a daily activity. In addition to the lessons, the document contains a daily instructional design, an outline for a whole-class reading lesson, a description of "word banks" to be kept by each child, lists of reading materials, discussions of the language experience and the Fernald approaches, and suggestions for teachers on goals, directed reading activities, and homework review. (HOD)

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Preparation for Raising Educational Performance

HS PREP

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Lesson Plans in

Communication Arts

B

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CS 208 772

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FOREWORD

The high school program, Preparation for Raising Educational Performance, PREP, has been initiated to assist entering ninth graders in realizing success during their emerging years in high school.

Students have been selected for the PREP program because their current achievements in the communication arts predictably limit their ability to benefit from instruction in all subject areas. As they enter this program, we are aware not only of their test scores but of other very real concerns:

- They have been in remedial programs before and wonder if this one will be different.
- They wonder if high school will be a more fulfilling and successful experience.
- They have struggled not only in English classes, but in science, social studies, and mathematics as well.
- In spite of academic deficiencies, their personal, social, and career goals are the same as those of other ninth-graders.

The lessons contained in this handbook have been developed in response to these concerns. This design, however, is only one part of the total high school PREP program which is a diversified curriculum of broader goals. Emphasis this summer is on changing attitudes and motivating students to want to come to school. This component is offered within the context of a full day's activities designed to stimulate interest and to improve academic progress, school attendance, career awareness, and occupational skills. At the same time, it is the intention of the program to provide some of the summer fun that all students have looked forward to all year.

We hope this program will help you and your students enjoy a rewarding summer.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

ACKNOWLEDGMENTS

High School PREP Program: Communication Arts Summer '83 Handbook and Lesson Plans for Group A (5.0 and above) and Group B (4.9 and below) were developed to assist teachers of communication arts in the high school PREP summer program classes. They were prepared as a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, through the Office of Curriculum Development and Support, Morris Freedman, Director.

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High School PREP Program

Lesson Plans for Communication Arts

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INTRODUCTION

Ninth grade students whose measurable achievement in reading is insufficient to prepare them for the demands of the standard ninth grade curriculum present a need for innovative instructional planning. The primary concern emanates from the fact that their personal, social, and occupational interests reflect their chronological age even though their academic development does not.

The high school PREP program is designed to help students bridge this disparity between their real needs and their current levels of achievement. Remedial instruction in these lessons presents a highly focused opportunity for students to improve their processing of information that is presented in the form of written language: reading comprehension.

Reading, however, is only the most visible--and most easily measured--"tip of the iceberg" of communication arts, and directly reflects students' parallel development in speaking, listening, and writing. Achievement will be maximized, therefore, by assuring a total, developmentally structured experience in all forms of verbal communication. This same structure will be applied to different kinds of reading material, both the narrative and expository, to assure familiarity with the different demands implicit in comprehending these two genres.

All lessons are set within a sequence of instruction which recapitulates actual language development: first listening, then speaking, then reading, and then writing. The information to be learned is also structured so that students start with the known and move to the unknown. That is, lessons begin by exploring students' prior knowledge and experiences that are relevant to, and will provide foundation for, the new concepts to be learned.

Writing is included as a daily activity. By experiencing themselves as authors, students will be better able to understand and interpret the meaning intended by the authors of the texts they encounter.

Each 75-minute lesson provides for a variety of experiences in all modes of communication, in varied types of reading material, and in different instructional units: large, small, and individual. Writing, for example, is directed as an individual experience in daily Journal Writing and as a group experience when all students write on an assigned topic. A specific skill of reading comprehension is the shared objective of the whole group as they read literature or content area text materials.

The small group (Individualized Tutorial) reading lesson follows the whole class lesson, providing for intensive instruction in the decoding of the text. Using the reading material from the whole group reading lesson, instruction focuses on structural (word) analysis, semantic analysis, and syntactic analysis.

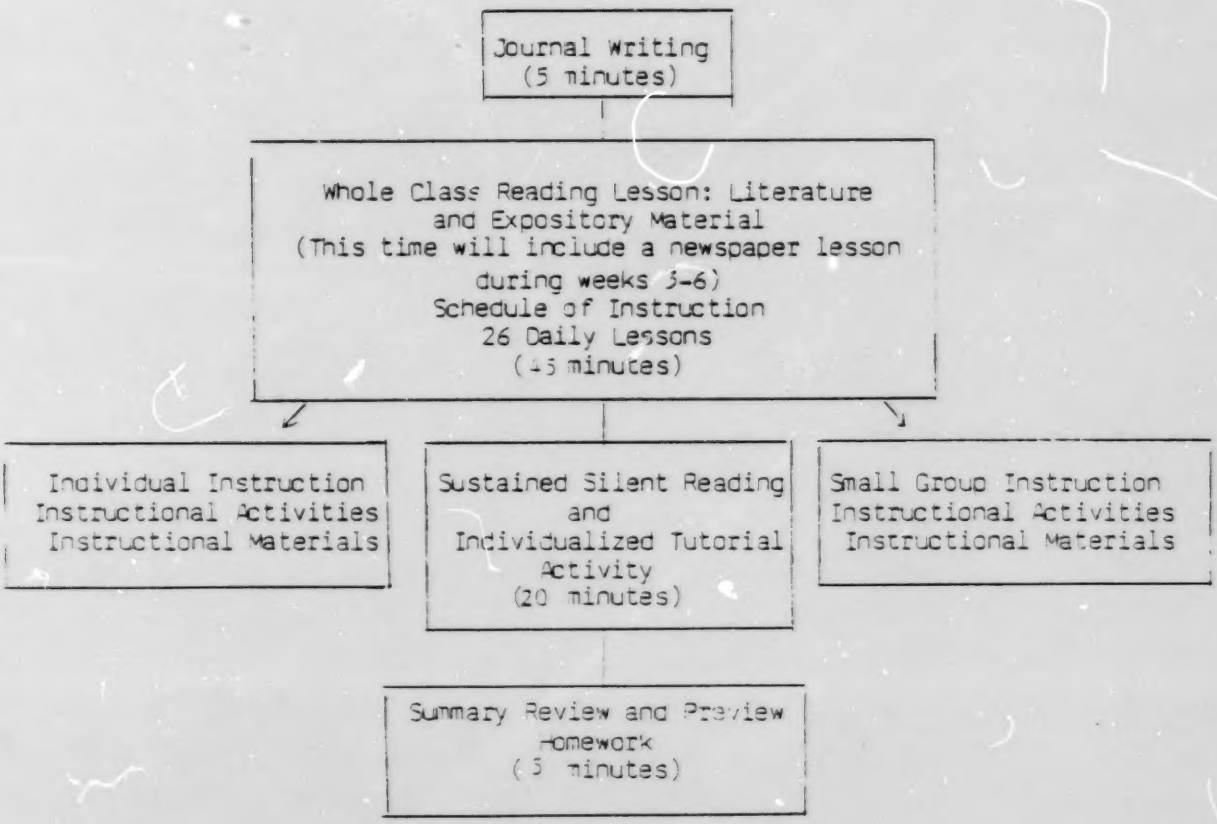
While one group is engaged in this tutorial period the other students have an opportunity to apply new learning in independent activities. The lessons are designed to allow the teacher to alternate the individualized tutorial group and the independent activity group so that each group performs both activities several times each week. Independent activity usually takes the form of sustained silent reading. The students in this group choose some reading material from books and magazines made available to the class. These students then silently read the materials they have selected while the other group receives instruction in the individualized tutorial lesson.

Daily Instructional Design

HIGH SCHOOL PREP PROGRAM
IN
COMMUNICATION ARTS
SUMMER 1983

DAILY INSTRUCTIONAL DESIGN

(75 minutes)



Whole Class Reading Lesson

This is obviously the major focus of the day and, therefore, greatest specificity has been given its design. Each lesson--regardless of reading material and performance objective--has been written to follow this sequence of instructional development.

1. Daily Performance Objective: This objective is based on one or two comprehension criteria suitable to the reading material and tested by the California Achievement Test in reading. (See section on Performance Objectives on the following page.)

2. Preparation Through Directed Instruction

   a) Brainstorming: Teacher introduces conceptual foundations of the material. Elicits students' prior knowledge/experience related to these new concepts through: semantic or idea mapping
   categorization of ideas
   guided questioning

   (written on chalkboard)

   b) Oral Reading: Teacher reads story/passage aloud, in its entirety or in planned installments.

   c) Extended Brainstorming: Students expand maps, lists, etc., of prior knowledge to include new knowledge gained from hearing material read aloud.

   d) Vocabulary Development: Teacher and students identify unfamiliar vocabulary or familiar words with new meaning. Special focus will be on one or more vocabulary criteria tested by the California Achievement Test:

      - Same meaning
      - Opposite meaning
      - Multimeanings

   Students enter new vocabulary in Word Banks. (See section on Word Banks.)

3. Supervised Reading: Following review of concepts and vocabulary identified on previous day, students read the story/passage silently.

   a) Comprehension Probes: With focus on the performance objective, teacher develops directed questions which may be posed

      - before silent reading to guide comprehension
      - during silent reading as teacher interrupts at designated points in the passage
      - after silent reading as practice in comprehension and recall

These three models can be used singly or in any combination suited to the material and the students' needs (e.g., longer passages and/or less able readers will benefit from briefer reading periods, and questions may be best posed during the reading).

4. Application: Students demonstrate their general comprehension of the reading material and their explicit mastery of the performance objective through the completion of a relevant follow-up activity which may include:
   - a written assignment
   - a drama-role play
   - homework assignment or
   - in-school group projects

Performance Objectives: Reading Comprehension

Each whole class reading lesson will be directed toward one or two of the following Performance Objectives. The objective chosen is based on the reading material itself; that is, the material lends itself to the development of that objective (e.g., content area expository texts are not likely to provide opportunities to understand "figurative language").

1. Recall of Facts:

   Students will recall literal information contained in reading and will differentiate these facts from inferred meanings and author's opinions.

2. Inferred Meaning:

   Students will deduce meanings not explicitly stated, but logically suggested by the text. This will include inferring the main idea of the passage and drawing conclusions.

3. Character Analysis:

   Students will identify information in a story which describes the feelings, opinions, habits, or personality traits of characters in the text; students will deduce or infer such traits from relevant information provided by other reading materials, discussion, and observation.

4. Figurative Language:

   Students will identify words and phrases in the selection which are not used in their literal sense, but are colorful or exaggerated substitutes for literal expressions.

5. Author Attitude/Position:

   Students will identify writer's point of view or stance as it is expressed or implied in the text.

6. Techniques of Persuasion:

Students will identify words or phrases used by the author to influence the reader toward a particular point of view; propaganda techniques (e.g., "get on the band wagon") will be identified.

WORD BANKS

Each student should have a WORD BANK that is always accessible. This should be a real bank:

- students "deposit" only words they actually have knowledge of, that they know and use in speaking, listening, and reading;
- students "withdraw" words when they need them as a reference for correct usage or spelling in the course of their writing.

A WORD BANK can be easily made using a box that is about 5" wide and 12" long. (A narrow box from sneakers or slippers is perfect.) Each word is entered on a separate 3 x 5 card; dividers are used to arrange words alphabetically. Students may cut these cards from sheets of heavy paper, if real file cards and dividers are not available.

For each word, students note word analysis and word meaning details. A separate card for each word allows space for students to add their own notes about the word, such as its multiple meanings.

marathon

ma'ra'thon

1) A race of 26 miles, 285 yards.

"My brother ran in the New York Marathon."

2) An unusually long period of time.

"Congress met in a marathon session."

New WORD BANK cards are created as the student gains new vocabulary from individual reading, from a whole class experience, from a listening experience, etc., in or out of school. The creation and accumulation of the cards are effective motivating factors for students' increased awareness of new words and new meanings of known words.

The new WORD BANK may also be developed in the student's notebook using a separate section of the notebook for this purpose.

Reading Materials

1. Texts:

Students in the high school PREP program represent a wide range of achievement in reading comprehension. Accordingly, reading materials were selected at two levels: between fifth and seventh grade readability and between third and fifth grade readability. [There are, therefore, two sets of lesson plans: high school PREP A [5.0 and above] and high school PREP B [4.9 and below], published in separate volumes.) Two anthologies have been selected at each level, which provide a range of appropriate reading difficulty, subject, and genre. The lessons are based upon specific passages within these anthologies selected for their suitability to the stated performance objective.

Anthologies between third and fifth grade readability:

Christ, Henry I. The Challenge of Sports. New York: Globe Book Company, Inc., 1978.

Potter, Robert R. Stories of Surprise and Wonder. New York: Globe Book Company, Inc., 1979.

Anthologies between fifth and seventh grade readability:

Potter, Robert R. Beyond Time and Space. New York: Globe Book Company, Inc., 1978.

Potter, Robert R. Tales of Mystery and the Unknown. New York: Globe Book Company, Inc., 1976.

Above all, the anthologies have been chosen for their attention to topics of interest to adolescent students.

2. Newspapers:

In addition to the lessons based upon literary and expository materials, lessons based on the reading of a daily newspaper are included during the last four weeks of this six-week program. The newspaper provides a ready source of expository reading material about subjects of interest to ninth grade students.

This reading material should be carefully selected so that it relates to the themes which the summer high school is emphasizing. Articles about food, care of the automobile, use of the computer, and the like can be easily found and incorporated into the newspaper section of the day's lesson. The newspaper, furthermore, can offer the students an important social link with their peers and adults in their daily lives in terms of interests and information.

3. Content Reading:

Some lessons have included text and activities from the curriculum guide Citizenship in New York City.* These articles provide an opportunity for reading expository materials similar in style to content area textbooks.

4. Beginning Readers:

It has been anticipated that there may be some students in this program who are unable to benefit from these lessons because of very severe deficits in reading ability.

Such a judgment should be made after the student has had the opportunity to participate in the program. Reading achievement scores far below the "normal grade equivalent" may reflect factors other than actual reading ability: poor test-taking skills, lack of effort due to discouragement, temporary illness while taking the test, etc. It is the intent of this program to provide an optimally supportive instructional design which will enable all students to realize success.

Nevertheless, after an extensive period, teachers may observe a student whose reading deficits are severe to the extent that he/she is not yet able to participate in these lessons. There are several alternative approaches to teaching such students, two of which are described below.

Language Experience Approach (LEA)

This approach can be very effective in teaching disabled readers that printed words are simply spoken language written down. Thus, the students capitalize upon the store of oral language they bring to the reading situation. This provides the unique advantage of students being able to read words and ideas they already understand. As the teacher writes the story dictated by the students, they can see the encoding of speech into print; as they read that story, they experience the same process in reverse: decoding from print into speech.

Using students' own language and ideas provides built-in interest in the material to be read. Phonic and structural elements of the language, as well as specific comprehension processes, are taught analytically, i.e., from the whole (word or story) to its parts.

*Division of Curriculum and Instruction, Office of Curriculum Development and Support, New York City Public Schools, Citizenship in New York City (New York: Board of Education of the City of New York, 1982).

Suggested Procedures

Students are engaged in the oral discussion of a shared or familiar experience, e.g.:

- What did you do yesterday when it rained?
- What did you think of the movie shown in school yesterday?
- What have you noticed about this school?
- Close your eyes: What do you hear?
- What do you know about cars?

Each student is asked to draw a picture illustrating a thought expressed during the discussion (leaving a 4-inch margin at the bottom of the drawing paper).

Alternative: Teacher presents a series of pictures representing a topic of common interest (sports; outer-space probes; political campaigns; music) and students provide the language to describe each one.

Seated as a group, each student gives the teacher his/her drawing and dictates a caption, which the teacher writes in the 4" lower margin. (Dictated language is best written verbatim. If there is a gross distortion of meaning, the teacher may tactfully suggest an alternative word or sequence.)

As each caption is written, the teacher comments, and elicits comments, on:

- spelling patterns: common and/or unusual
- similarities/differences between words
- frequency of basic sight vocabulary
- esoteric or low frequency words
- the permanence of written language, as contrasted with oral.

The group's captioned pictures are examined as a collection on a specific theme. The students collectively suggest an appropriate sequential arrangement for them. When sequenced, the students take turns reading the captions aloud as the teacher writes them on the experience chart. (Spaces are left for connecting sentences/phrases.)

Students together reread the dictated story and insert connecting sentences/phrases to give it continuity. The story is copied by each student into a notebook. This is now the reading material for use in the supervised practice of word analysis and comprehension skills.

Note: The preceding procedures are obviously not the work of one lesson. The whole process can and should be extended over many days. In this way, the teacher provides for testing recall of whatever words were dictated and read on the first day.

Fernald Approach

First introduced by Grace Fernald in 1921, the approach has been incorporated under other names, such as VAKT, multimodal, kinesthetic-tracing, perceptual-motor, et cetera.

The Fernald approach is based upon its developer's observation of her students' "need for movement." She therefore added that component--movement, or kinesthesis--to sight and hearing in helping young adolescents to learn. Ms. Fernald favored the use of cursive writing and the student's own (organic) vocabulary in her teaching. Words may be selected from an LEA story that the group wrote. Through the years, there have been many adaptations of this approach, using manuscript writing, sight words, vocabulary from content areas, etc. Whatever handwriting or vocabulary is used, however, the basic sequence of instruction is invariant.

Stage One

For nonreaders or seriously disabled readers, use crayon on a 4" x 10" construction paper. A rough surface, such as wire mesh or sandpaper, can be placed under the paper. This results in raised letters for the final product.

- Students see the teacher write the word.
- Students hear the teacher say the word.
- Students say the word.
- Students trace the word with their fingertips and feel the surface of the letters.
- Students feel the movement of the letter outlines.
- Students see the movement of their own hands writing the word.
- Students say the word as they trace it.
- Students hear themselves say the word as they trace it.
- Students write the word from memory (three times).

Stage Two

For less disabled readers, this shorter and less complex sequence is recommended. Using pencil on index card:

- Students see the teacher write the word.
- Students hear the teacher say the word.
- Students say the word.
- Students visualize the word (eyes closed).
- Students write the word from memory (three times).

Stage Three

If Stages One or Two have used cursive writing, the same word should be printed now (on individualized cards, or listed or paper) so that students see letters as they appear in books.

- Students look at (study) the word.
- Students hear the teacher say the word.
- Students say the word.
- Students write the word from memory (three times).

Stage Four

Using words in sentence context. Each word taught is now printed in the context of a sentence.

- Students look a new words in the sentence.
- Students visually note resemblance of new words to those already learned.
- Students hear the teacher say the word previously learned.
- Students write the word from memory (three times).

The index cards and notebooks students have used are the individual "word banks." These become reference files to which new words may be compared.

Phonic and structural elements are taught analytically, i.e., by directing the student's attention to the phonic elements in words already mastered. Word analysis skills will increase as these phonic elements are noted again and again in known words and in new words.

Deficits previously noted in the areas of comprehension can be taught. When words are put in the context of a sentence (Stage Four), these sentences can become the material for processing literal, interpretive, and inferential meanings. Meanings of new words in the same sentences can be deduced through context clues. Single sentences may be expanded to develop more meaningful material for further teaching.

Either of these approaches is likely to require a different apportionment of time than has been suggested for these lessons. Therefore, students being taught by these methods should be seen separately, in small groups.

Infusion of Basic Skills in Communication Arts

It is important for the teacher to recognize that these lessons provide for instruction in basic skills (listening, speaking, reading, writing) through the integration of these Communication Arts skills within a 75 minute structure.

Because many summer high school PREP programs use different configurations of time, the lessons have been arranged to enable the teacher to use different sections of these lessons, where it is appropriate, within the school's instructional design.

In whatever way the teacher chooses to employ these materials, it is imperative that a systematic approach be developed to infuse listening, speaking, reading, and writing activities into the summer program.

Introductory Notes to Teachers

NOTES TO TEACHERS RE: GOALS AND DIRECTIONS

To facilitate meeting the goals of the program, before classes begin:

1. Prepare library for sustained silent reading. Group books by topics, author, etc., in an attractive manner.

2. Prepare notebooks for journal writing activity.

3. Have copies of each reading text to be used in each lesson.

NOTES TO TEACHERS RE: DIRECTED READING/WRITING ACTIVITIES

1. Before students begin their reading/writing activities on their own, it is a good procedure to have them read directions to themselves.
   Ask: "What is it you are being asked to do?"
   Students orally summarize directions (rereading directions, if necessary).

2. When students read silently or write in their notebooks, provide essential guidance: encourage students' efforts; note difficulties; assist where needed, etc.

3. Always note strengths in students' work: "That's a good descriptive word." "You've phrased your ideas very well in this sentence." etc.

4. Encourage students to reread parts of a passage, story, etc. in order to locate the exact word(s), sentence(s), etc. that support the students' own answers, points of view, etc.

5. When necessary, tactfully draw students' attention to blocks to communication: misspellings, syntactic or semantic errors, etc.

NOTES TO TEACHERS RE: TEACHING VOCABULARY

As often as necessary, preteach those vocabulary words that might impede students' understanding of a selection. Preteach 2 or 3 words at a time for each such selection. Choose: words that have dual meanings that must be seen in context to be understood; words that are difficult, but which have context clues; words that can be analyzed structurally (roots, affixes, etc.).

NOTES TO TEACHERS RE: REVIEW/PREVIEW/HOMEWORK ACTIVITIES

Review:

Students refer to their notebooks, classwork, etc., as they briefly answer teacher's questions as follows:

1. What thoughts were expressed in our journal writing today? Elicit: how I feel about, ... what bothered me, ... etc.

2. What did you find most interesting in today's newspaper? Elicit: several responses to show variety of students' interests and variety in newspaper coverage, etc.

3. What did we read about today? What lessons did our reading teach us?

4. (For Individualized Tutorial) What did we do today? What did this teach us?

   (For Sustained Silent Reading) What part of the book you read today did you find the funniest? saddest? most unusual? scariest? etc.

Preview:

As often as possible, provide information about tomorrow's activities and have students volunteer answers to:

1. What we will write in our journals.

2. What we will read in the newspaper.

3. What stories we will read or what issues we will discuss.

Homework:

Have student volunteer recap homework assignment, if any, for next day. Answer any questions and clarify homework procedure.

NOTE TO TEACHERS RE: TEST-TAKING STRATEGIES

Establish nonthreatening atmosphere. It is most important that students understand the reasoning process by which they arrive at the answers. Some ways to help the students are presented as follows:

1. Students take test, teacher elicits answers, students orally present their reasons.

2. What are you looking for? Find the words in the question that tell you what to do. For example, for a reading test, teacher may elicit: "expresses an opinion"--fact/opinion; "probably"--conclusion, inference; "definitely"—fact, etc.

3. Students answer a few questions together, as a class; complete rest of questions on their own, writing in their notebooks their answers and what they looked for.

4. Students discuss words/phrases in questions that provide clues to thinking skills required.

Day 1: ACTIVITY 1 - Journal Writing

The journal writing activity will follow the citizenship exercise today only.

Day 1: ACTIVITY 2 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. identify and examine some of their own personality traits.

MATERIALS

Copies of Activity Sheet 1-1, "Who Am I?" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Distribute activity sheet. Ask students what they see on this page. Elicit the pronoun "I".

2. Read aloud the incomplete sentences beginning with the pronoun "I."

3. Complete the first entry with class: "I am a _____." Elicit: teacher, male, female, student, etc.

4. Have students share their answers to, "I am a _____."

5. Explain it is difficult to simply say "I am _____." and tell all there is to know about someone, because each of us is made up of many different personality traits.

6. Go on to the remaining fill-ins to give a clearer picture of yourself. Have students do three fill-in responses at a time and share their answers.

7. Write the following vocabulary words on the chalkboard and elicit definitions: conclusion, activity, affected. Place these words into WORD BANK.

8. Ask students to answer conclusion question at the bottom of Activity Sheet 1-1.

Day 1: ACTIVITY 3 - Journal Writing

PERFORMANCE OBJECTIVES Students will be able to:

. develop a journal.
. identify and record their personality traits and feelings.

DEVELOPMENT

1. Introduce concept of journal writing. This will be the first class activity daily and will last for five minutes. Journal writing should be based on personal experiences, thoughts, etc.

2. Ask what the reasons are for doing something like this everyday.

3. Have students make their first journal entry by answering "What I Like about Myself" from the activity sheet. Circulate to assist individual students.

Day 1: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Introduce the concept of sustained silent reading to the class and indicate its value. Offer individualized tutorial to one group while rest of class performs sustained silent reading. The next day the groups will switch activities. This instruction applies to all activities entitled: Sustained Silent Reading/Individualized Tutorial.

PERFORMANCE OBJECTIVES Students will be able to:

. distinguish a hard "c" sound from a soft "c" sound.

DEVELOPMENT

1. The three words we have defined have the letter "c." The letter "c" has 2 different sounds. One sound is a hard sound. It sounds like a "k." The words we have defined each have the hard "c" sound - conclusion, affected, and activity. The other sound the "c" makes sounds like an "s". This is a soft "c" sound.

2. Ask class if they can think of any words that have a soft "c" sound, e.g., city, citizenship.

3. Write two columns on the chalkboard:

c as a "k" sound	c as an "s" sound

4. Write the following words on the board and have students place the words in their appropriate column by "c" sound: center, cereal, concrete, conduct, counter, because, school, certain.

Day 1: ACTIVITY 5 - Review/Preview/Homework

Homework: Ask students to bring in two additional examples of words with hard and soft "c" sounds, and write a sentence using each word.

Day 2: ACTIVITY 1 - Journal Writing

Have students write about a recent event which interested them. Ask students: "Why did this particular event interest you? What does this say about the kind of person you are?"

Day 2: ACTIVITY 2 - Reading/ Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. recall literal information from reading material.
. deduce meanings not explicitly stated but logically suggested.
. identify information which describes the feelings, opinions, habits or personalty traits from information provided by discussion and observation.

MATERIALS

Copies of "The Eye Catcher," from Stories of Surprise and Wonder, one for each student.

DEVELOPMENT

1. Explain that the way you feel about yourself can make a difference in the way you are treated by others.

2. Ask: "What is your favorite article of clothing? Why? How do you feel when you are wearing it?"

3. Preteach vocabulary words in selection. Place on the chalkboard: romantic, bow ribbons, showy, decision, conquest, formal, conscious flatterer, and elicit definitions.

4. Point out hard and soft "c" words.

5. Place these words into WORD BANK.

6. Place remaining difficult words on chalkboard and elicit definitions.

7. Read aloud the story, "The Eye Catcher."

8. Tell students: "You just heard 'The Eye Catcher', a story about a girl who buys an article of clothing that makes her feel special about herself. Let's find out what the article of clothing is and why it makes her feel special."

9. Ask students to read pages 5 and 6 and the first paragraph on page 7. Ask: "What article of clothing makes her feel special? Why does it make her feel this way?" Have students refer to story to support answers.

10. Ask literal questions: "Which boy does Genevieve want to go out with?" (Bert Howland) "Who was Bert taking to the dance that night?" (Renee Watson)

11. Refer to page 6, paragraph 8: "That was the last thing she wanted to think about." What does "that" refer to?

12. Say: "Let's read on to find out who Genevieve meets in the drugstore." Read to the top of page 8.

13. Ask: "Whom did she meet in drugstore?" (Bert).
"Why do you think the little man was following Genevieve?"

14. Say: "Let's read to find out what happened to Genevieve's bow. Read to end of story."

15. Ask: "What happened to the bow?" (it fell off) "Why do you think Bert asked Genevieve to the dance?" "How did Genevieve act differently when she was with Bert?" (she held her head up/confidently) "How important was the bow-ribbon?" (it was as important as she wanted it to be)

16. Ask students to generate a list of some things that people do to make themselves feel more confident.

Day 2: ACTIVITY 3 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. distinguish the voiced and unvoiced "th" sounds.

DEVELOPMENT

1. Review hard and soft "c" homework.

2. Say: "In the story, 'The Eye Catcher', we read there were several words with the letters 'th.' The letters 'th' can sound like '<u>th</u>is' (voiced) or '<u>th</u>ings' (unvoiced)."

3. Have students feel their own throats to feel the difference between voiced and unvoiced "th" sounds.

4. Ask students to locate and list the "th" words in the story. Then place the following chart on the board and have student correctly chart the listed words.

"th"

<u>voiced</u>	<u>unvoiced</u>

Day 2: ACTIVITY 4 - Review/Preview/Homework

Homework: List 3 additional voiced and 3 additional unvoiced "th" words.

Day 3: ACTIVITY 1 - Journal Writing

Have students write about how they felt about a recent event which either happened to them or in the world around them. Or ask students to write about the last time they felt afraid.

Day 3: ACTIVITY 2 - Reading/ Literature or Content Area Lesson

PERFORMANCE OBJECTIVES: Students will be able to:

- develop the concept of synonmy by identifying words with similar root meanings.
- identify words or phrases in the selection which are not used in their literal sense, but are colorful or exaggerated substitutes for literal expression.
- identify and/or deduce personality traits of characters.
- recognize similarities and differences in the personalities of two characters.

MATERIALS

Copies of "Olga and Nadia - Two Stars of Gymnastics" from The Challenge of Sports, one for each student.

DEVELOPMENT

1. Set up a semantic map using GYM as the core word.

2. Use the root GYM to illustrate its meaning with: gymnastics, gymnast, gymnastic, gymnasium.

3. Read aloud "Olga and Nadia - Two stars of Gymnastics."

4. Discuss and interpret the meanings of the following idioms which appear in the story:
   "to your heart's content"
   "camera caught"
   "became famous overnight"
   "stay on top"
   "bitter period"
   "on her own"
   "reach their peak"

5. Have students read the story. Reread paragraph 3 on page 4 to find out what made Olga Korbut so popular in the 1972 Olympics.

6. Read aloud top of page 4: "These are like the parallel bars..." Ask students: "What are parallel bars?" Read aloud: "This is a sheet of canvas attached to a strong frame." Ask: "To what does 'this' refer?"

7. Ask: "How tall is Olga Korbut? What country is she from?"

8. Now have students read from paragraph 4 on page 4 to last paragraph on page 5. They will read to find out what Nadia accomplished that no other gymnast had ever accomplished. (Elicit: scored perfect 16)

9. Ask: "How old was Nadia when she competed in the 1976 Olympics?"

10. Now read aloud to the end of story. Ask: "What are the differences in the personalities of Olga and Nadia?"

11. Place the following chart on the board. Students will offer, from text, personality traits of each young woman.

NADIA	OLGA

12. Ask: "Why is Olga's appeal more 'personal' than Nadia's?"

Day 3: ACTIVITY 3 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. identify two syllable words that have a double consonant in the medial position; explain that this is the point at which the word is divided in pronunciation and in writing.

DEVELOPMENT

1. Review voiced and unvoiced "th" homework.

2. Introduce syllabication. Indicate that many 2-syllable words have double consonants (define) in the middle of the word. (e.g., Ol/ga Kor/but)

3. Put the following words from the selection on the board: Have students separate the 2 syllables at the double consonant by first reading them aloud. Discuss meanings of each word.

mistake	gymnast	perform	seldom	silver
canvas	better	running	control	athlete

(If time permits, list only 1/2 the words and have the students locate the others in the story.)

Day 3: ACTIVITY 4 - Review/Preview/Homework

Review: Have students write a few sentences which describe either Olga or Nadia. Read a few of these aloud, using the story to support the thoughts presented.

Homework: Have students list 5 things that everyone has in common (e.g., hair, eyes, etc.); also 5 things that some people have that others do not (e.g., glasses).

Day 4: ACTIVITY 1 - Journal Writing

Students' journal entries may be on a topic of their own choosing. Suggest topics if necessary.

Day 4: ACTIVITY 2 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

- identify basic similarities among all people.
- recognize differences among people.

MATERIALS

Copies of Activity Sheet 1-6 "Me and Somebody Else (How Different are We?)" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Review the homework. Discuss the similarities and differences presented.
2. Refer to Activity Sheet 1-6, p. 15 of Citizenship in New York City, "Me and Somebody Else (How Different Are We?)"
3. Preteach vocabulary on page 15: consider, conclude, common.
4. Continue lesson following directions on Activity Sheet 1-6.

Day 4: ACTIVITY 3 - Sustained Silent Reading/Individualized Tutorial

Follow instructions 2 through 4 of Day 3: ACTIVITY 3 for other group.

Day 4: ACTIVITY 4 - Review/Preview/Homework

Homework: In a newspaper article, have students find 10 words that have two consonants (double consonants) in the middle of the word. Examples: per/form, sil/ver, can/vas, ap/ple. List these words with definitions deduced from their use in the article.

Day 5: ACTIVITY 1 - Journal Writing

Have students continue writing in their journals.

Day 5: ACTIVITY 2 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. recall literal information and deduce meanings not explicitly stated.
. identify the writer's point of view as it is expressed in the text.
. recognize that some words may be used in place of other words.

MATERIALS

copies of "The Scottish Game" from The Challenge of Sports, one for each student.

DEVELOPMENT

1. Ask the class: "What sports do you like best?"

2. Generate a list on the board. (Note: golf was either not included or rarely mentioned)

3. Ask why golf is not among the most popular sports.

4. Read aloud the selection "The Scottish Game" on page 30 of The Challenge of Sports.

5. Preteach the vocabulary and add to WORD BANK. You may include other difficult words on the board also.

Scottish	course	patient	primitive
ancestors	archery	ranks	international

6. Have students read the first paragraph of the story to discover the main idea of the paragraph (that golf is a popular sport). Have students read paragraph then elicit from them main idea.

7. Have students read the next paragraph to determine who introduced golf as a sport. Students read then answer question: (the shepherds).

8. Ask: "Shepherds, as they were called, sometimes had long stretches of time with little to do. To whom does 'they' in this sentence refer? (the young boys) What does the word 'crooks' mean in the second paragraph? (sticks)."

9. Have students read to the end of the story to discover why golf is said to be the Scottish game. Students read then answer question.

10. Ask: "How did King James II of Scotland feel about golf? What is the Dutch word for club? In the last sentence, to what does the word 'there' refer?"

11. To determine author's purpose ask:

From the selection we can tell that the author [select one]:
(a) does not care about golf
(b) dislikes golf
(c) likes golf

12. After selecting one answer, have students prove their response by referring to the story. (Hint: See page 32 ["Luckily...."])

Day 5: ACTIVITY 3 - Test-Taking Strategies

PERFORMANCE OBJECTIVES Students will be able to:

. develop test-taking skills.
. develop concept of synonyms and antonyms.

MATERIALS

See attached worksheets.

Day 5: ACTIVITY 4 - Review/Preview/Homework

Homework: "Words used in sports often have multiple (more than one) meanings, e.g., 'touchdown' can mean either an airplane landing or a football score."

Have students select 3 of the following words and write 2 sentences using the word differently in each sentence:

fly bat club pass strike

DAY 5 REVIEW TEST

I. VOCABULARY:
Choose the word or phrase that means the same, or about the same, as the underlined word or phrase.

top gymnast

a. school
b. trampoline
c. room for sports
d. athlete

parallel bars

a. below
b. steel
c. uneven
d. even

chinned easily

a. ran
b. walked
c. lifted oneself up
d. kept oneself down

to your heart's content

a. as much as you please
b. less than you want
c. less than you need
d. take a rest

stay on top of her sport

a. be aware
b. keep standing alongside
c. continue being the best
d. keep being aware

Choose the word or phrase that means the opposite of the underlined word or phrase.

graceful move

a. smooth
b. weak
c. clumsy
d. strong

wept aloud

a. laughed
b. cried
c. jumped
d. rested

with agility

a. grace
b. difficulty of movement
c. great ability
d. some weakness

with conscious effort

a. individual
b. aware
c. unaware
d. foolish

reach their peak

a. continue being the best
b. be less good than they can be
c. be better than they can be
d. keep trying

II. PHONICS:
Find the word that has the same beginning spoken sound as:

camera
( ) chapter
( ) cement
( ) cost

common
( ) kite
( ) sister
( ) cement

certain
( ) cost
( ) cement
( ) kite

think
( ) thin
( ) these
( ) this

that
( ) thih
( ) those
( ) theme

III. Draw a line in the right place to separate the two syllables in each word.

conclude
gymnast
Moscow
bitter
Olga

IV. Read the following paragraph. Find the underlined word. Then write in the space below what the underlined word stands for.

Lenny did not like Ralph. Sometimes Ralph would trick Lenny. Once Ralph hid Lenny's pen. The teacher asked Lenny where his pen was. Everyone laughed at Lenny. After school, Ralph told Lenny that he took his pen. Lenny said, "I don't think <u>that</u> was funny."

In this story, "that" means _____

_____.

V. Read the following story and answer the questions below.

Olga and her teammates toured the United States in 1973. During their stay the young women enjoyed many American customs and foods. They really enjoyed television cartoons. They watched them at 6:30 in the morning before beginning a hard day of practice and performing. They especially liked ketchup on their food. One morning they used three bottles with their eggs! It didn't seem to bother them.

(Literal:) 1. In the story, when did Olga watch TV?
   a. after practice
   b. in the morning
   c. in the afternoon
   d. at night

(Literal:) 2. What did Olga do after watching TV?
   a. practiced and performed
   b. ate eggs
   c. ate ketchup
   d. went to sleep

(Inferential) 3. Why didn't Olga watch TV at noon?
   a. there was nothing she liked on at that time
   b. she was working
   c. too much TV would hurt her eyes
   d. her coach told her not to watch TV

(Inferential) 4. At what did Olga spend most of her days?
   a. eating
   b. watching TV
   c. practicing and performing
   d. making cartoons

Day 6: ACTIVITY 1 - Journal Writing

Have students continue journal writing activity.

Day 6: ACTIVITY 2 - Homework Review

Review homework of Week One, Day 5.

Day 6: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. define words through their contextual use.
. recall literal information and infer meaning not explicitly stated.
. identify opinions of characters.

MATERIALS

Copies of "A Tale of Terror" from Stories of Surprise and Wonder, one for each student.

DEVELOPMENT

1. Preteach vocabulary using context clues.

2. Write the following sentences on chalkboard. Students use contextual clues to arrive at meaning of underlined word. Students write words and place in WORD BANK.

   p. 25 The wicked nab was sent to jail.
   Ralph's dog followed him everywhere; it was his only companion.
   His arsenal contained guns, knives, and bombs.
   p. 26 She pitied the mother who lost her child.
   In order to last the winter in a cabin, the man's provisions had to inlude food, water, soap, matches, and dry clothes.

Her voice was so low I could scarcely hear her.
The beams which held up the roof were not painted.
He valued her friendship more than anything else in the world.

(Note: Page numbers refer to short story text where words can be found.)

3. Place Calabria, loft, and capon on board with definitions and teach. Students add words to WORD BANK.

4. Ask: "In a horror or monster movie, why do you suppose it usually takes most of the movie before the monster appears?" (Elicit: to build suspense.) Discuss students' attitudes towards horror films. Which ones do they like? Why?

5. Tell students: "Today we are going to read a story which keeps on building suspense until the very end." Define suspense.

6. Before reading aloud first four paragraphs of selection ask: "What facts are given in the first four paragraphs that create suspense?"

7. Read the first four paragraphs aloud while students read along silently. Elicit answers to question above.

8. Ask: "Who are the two Frenchmen?" (Elicit: the young companion and the narrator (define narrator).

9. Say: "Now read the next four paragraphs on your own to find out why the narrator does not sleep." (Elicit: he is afraid.)

10. Ask: "Why was the narrator upset with his companion for treating his bag as if it were worth as much as diamonds?"

11. Say: "Now read the next five paragraphs (the top of page 27) to learn what scared the narrator so much." (Elicit: "Must they both be killed?")

12. Ask: "What do you think will happen?"

13. Say: "Now read to the end to find out what happens."

14. Ask: "Why did the editor use the picture of the dogs?"

Day 6: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. develop concept of compound words and apply this concept to the vocabulary in the reading material.

DEVELOPMENT

1. Place the following words from the story on the board and ask students to see what they have in common: (Elicit: compound words).

   daylight, barefoot, girlfriend, something, himself.

2. Explain that there is always a syllable break between word parts in a compound word.

3. Refer class to chart and ask students to create real words by matching words from column A with words from column B.

A	B
school	end
base	watch
week	paper
wrist	noon
news	room
after	ball
living	yard

Day 6: ACTIVITY 5 - Review/Preview/Homework

Homework: Have students look up in dictionary the word contract and write a sentence which shows its meaning.

Day 7: ACTIVITY 1 - Journal Writing

Have students continue journal writing activity.

Day 7: ACTIVITY 2 - Homework Review

Select some sentences using the word contract to be placed on board for review.

Day 7: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

- recall the concept of synonymy and apply it to the comprehension of the material read.
- develop knowledge of contracts by appropriately applying this knowledge to a specific contract in class.

MATERIALS

Copies of Activity Sheet 2-7, "A Family Contract" from Citizenship in New York City, one for each student.

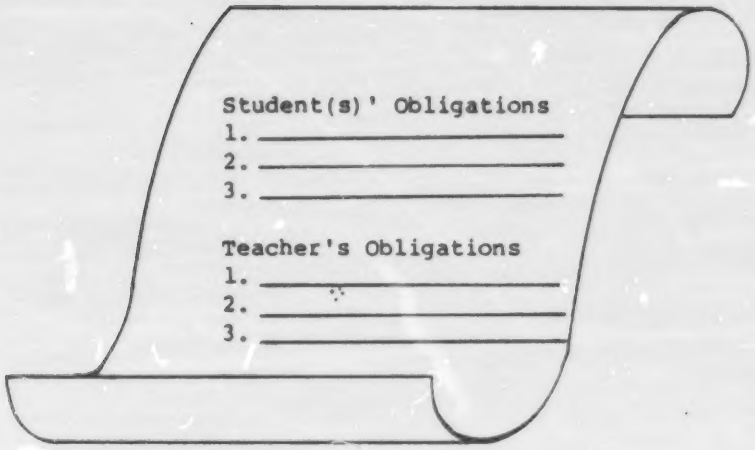
DEVELOPMENT

1. Say: "We just learned a word which normally is associated with lawyers and courts and business. But could the word contract be associated with students?"

2. Refer class to Activity Sheet 2-7, p. 79 in Citizenship in New York City, and follow directions. Note: "Discussion Prompters" may be written by students individually before sharing in groups or with class in groups or with class as a whole.

3. Have students prepare an agreement in which you list three obligations that you owe your teacher and three obligations that your teacher owes you.

The Classroom Contract



Discussion Prompter

a. What is one obligation a student has to himself?
b. What is one obligation a student has to another classmate?

Day 7: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Follow instructions for Day 6: ACTIVITY 4.

Day 7: ACTIVITY 5 - Review/Preview/Homework

Homework: All students are to find three compound words not used in the matching, and write a sentence with each.

Day 8: ACTIVITY 1 - Journal Writing

Continue making journal entries.

Day 8: ACTIVITY 2 - Homework Review

Place all the compound words found by the class on the board. Meanings and syllabications are reviewed.

Day 8: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. recall literal information contained in the reading.
. categorize this information.

MATERIALS

Copies of "On the Trail of the Hole in One" from The Challenge of Sports, one for each student.

DEVELOPMENT

1. Say: "In sports there are names for top accomplishments. In track, for instance, it's either a gold medal in the Olympics or a world's record. In hockey, it's a 'hat trick' (three goals in one game). What is it in the following sports?"

    . baseball (pitcher--no-hitter)
    . baseball (hitter--grand slam)
    . basketball (three-point play or slam dunk)
    . football (offense--touchdown)
    . football (defence--interception)
    . tennis (ace)
    . soccer (goal)
    . golf (hole-in-one)

2. If students cannot answer the golf question, refer them to page 37 in the Challenge of Sports. The answer is in the title.

3. Say: "Today we are going to learn new words which are used in a sport, golf, with which we are probably not familiar." Refer to previously read story from Day 5: ACTIVITY 2. Read the article aloud while class reads silently. Then direct student silent reading by saying: "Read the first paragraph to find the two pieces of equipment described." (Elicit: ball and club)

4. Have students read. Then ask: "What are the two types of clubs?" (Elicit: driver and wedge)

5. Have students read the fourth paragraph on page 39 to learn about the different parts of a golf course. Then ask: "What are the five parts of a golf course hole? What two pieces of equipment are mentioned in this section?"

6. Read aloud the second sentence of paragraph three on page 38, "They must strike it with a golf club." What is the "it" and to whom does "they" refer?

7. Have students read to end of article to learn about scoring. Then ask: "What is another name for a 'hole-in-one'? What are names for scores that make a good golfer happy? (par, birdie, eagle) What is the name for a score that makes a very good golfer sad? (bogey or double bogey)"

8. Application: Students place the golf terms they have just learned in the appropriate columns.

GOLF TERMS

Equipment	Course Areas	Scoring

Day 8: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. apply concept of multiple meanings to words found in the reading.

MATERIALS

Copies of "On the Trail of the Hole in One" from The Challenge of Sports, one for each student.

DEVELOPMENT

1. The following words taken from today's reading have multiple-meanings:

   stroke, strike, course, plot, close, fine, club

2. The following is a location chart for each of the words. Refer students to text to see one way the word is used. Then elicit alternative uses.

Word	Page	Paragraph
club	37	1
plot	38	1
stroke	38	2
strike	38	3
course	37	2
close	39	2
fine	39	2

3. Students then write a sentence using each word in a way other than the way it was used in the text.

Day 8: ACTIVITY 5 - Review/Preview/Homework

Homework: All students will use the following words in sentences relating to golf: course, club, hole, bogey

These words will be found in tomorrow's reading.

Day 9: ACTIVITY 1 - Journal Writing

Continue journal writing activity.

Day 9: ACTIVITY 2 - Homework Review

Sentences with the four golf words are placed on the board for correction and review.

Day 9: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

- recall literal information and deduce meanings not explicitly stated in the text.
- identify information in the story which describes the feelings, opinions, habits, or personality traits of the character in the text and deduce or infer such traits from relevant information provided by other reading materials, discussion, and observation.

MATERIALS

Copies of "Lee Trevino -- Self-Taught Champion" from The Challenge of Sports, one for each student.

DEVELOPMENT

1. Say: "Sports create many stars that we all know." Have students name some stars who are associated with the following sports:

   Baseball: _____

   Basketball: _____

   Football: _____

Tennis: _____

Boxing: _____

Golf: _____

2. Preteach vocabulary before students read. Elicit or give definitions of the following words. Students place words in WORD BANK.

tournament	orphanage	qualified
professional	groundskeeper	outgoing
	amateurs	

3. Read story aloud while students read silently.

4. Have students read the first two paragraphs to learn what kind of person Lee Trevino is. Students read, then answer question.

5. Have students read to paragraph three on page 55 to learn how Lee did the first time he played 18 holes of golf. Students read, then answer question, "Why did Lee tie a soft-drink bottle to his golf club?"

6. Have students read to paragraph three on page 56 to learn how Lee made golf history. Students read, then answer question, "Why had Lee said he would quit golf?"

7. Have students read to end to learn what accident happened to Lee. Students read, then answer question, "Why do you or do you not believe Lee will come back again?"

Day 9: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. recognize that a word may take on other meanings within the context of specific sentences or passages and apply this concept to the comprehension of the material being read.

DEVELOPMENT

1. The following location chart is to show students one way the words are used. Elicit alternative uses. (Page references are to The Challenge of Sports.)

Word	Page	Paragraph
club	37	1
course	37	2
plot	38	1
stroke	38	2
strike	38	3
close	39	2
fine	39	2

2. Students then write a sentence using the alternative meaning.

Day 9: ACTIVITY 5 - Review/Preview/Homework

Homework: Have students write one sentence that includes both professional and amateur.

Day 10: ACTIVITY 1 - Journal Writing

Continue journal writing activity.

Day 10: ACTIVITY 2 - Homework Review

Select some sentences to be placed on board for correction and review.

Day 10: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. deduce the attitude of the author.

MATERIALS

Copies of Activity Sheet 2-16 "Finders Keepers" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Vocabulary: list on the board the following words taken from Activity Sheet 2-16 and elicit definitions. Students place words in WORD BANK.

   alternatives, situation, contents, appreciate, principled

2. Teacher follows directions for "Finders Keepers."

3. Define difficult vocabulary in Exercise 4 before students try it.

4. Application: Ask students to define the attitude of the author of Finders Keepers, i.e., the purpose for which the article was written (honesty is a positive human behavior).

Day 10: ACTIVITY 4 - Test-Taking

PERFORMANCE OBJECTIVES Students will be able to:

. develop test-taking skills.
. develop concepts of synonyms, antonyms, and multiple meanings.

MATERIALS

Worksheets, one for each student.

Day 10: ACTIVITY 5 - Review/Preview/Homework

Refer to introductory notes on Review/Preview/Homework activities on p. 13.

DAY 10 REVIEW TEST

I. COMPOUND WORDS:

Oral Directions: Read the first word. Now read the words next to it. Find the word that can be added to the first word to make another word. Fill in the space that goes with the answer you choose.

<u>girl</u>	friend ( )	park ( )	bird ( )	plane ( )
<u>day</u>	watch ( )	end ( )	light ( )	friend ( )
<u>wrist</u>	bird ( )	park ( )	light ( )	watch ( )
<u>base</u>	end ( )	plane ( )	ball ( )	friend ( )
<u>week</u>	ball ( )	light ( )	wrist ( )	end ( )

II. VOCABULARY:

A. Choose the word or phrase that means the same, or about the same, as the underlined word:

many <u>obligations</u>

a. duties
b. accidents
c. elongations
d. objections

<u>scarcely</u> any errors

a. very
b. hardly
c. stupidity
d. cleverly

large <u>arsenal</u>

a. store of poison
b. collection of weapons
c. stupidity
d. gun

B. Choose the word or phrase which means the opposite of the underlined word:

old <u>comparison</u>

a. champion
b. loser
c. friend
d. enemy

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narrator of the story

a. teller
b. listener
c. character
d. originator

C. Find the phrase which means the same as the underlined word in the phrase above:

a neighborhood organization

a. metal golf club b. a teen club c. club sandwich

a traffic ticket

a. fine hair b. fine job c. fifty dollar fine

a nearby person

a. close friend b. close the door c. close call

a legal deal

a. contract a disease b. muscles contract c. fair contract

a golf club

a. well-paid driver b. wooden driver c. pile driver

III. COMPREHENSION:

Read the article and answer the questions below.

Probably the true difficulty of a hole is not apparent at first. A really difficult hole often looks easier than it is. It tempts golfers into taking foolish chances. Usually the chances don't pay off. Some world championships have been lost because a golfer did not consider layout and did not respect a difficult hole.

Literal:

1. According to the author, many world championships have been lost because a golfer
   a. missed an easy shot.
   b. made too many errors.
   c. failed to consider how the hole was laid out.
   d. did not know how easy the hole really was.

Literal:

2. According to the author, a difficult hole
   a. is harder than it looks.
   b. is easier than it looks.
   c. is just as easy as it looks.
   d. requires taking foolish chances.

Interpretive:

3. The author feels that golfers
   a. often make great shots.
   b. often fail to make the right judgment.
   c. should avoid difficult holes.
   d. make easy holes look hard.

Critical:

4. The author suggests that generally
   a. it is not a good idea to take chances on tough holes.
   b. it is a good idea to take chances on tough holes.
   c. difficult holes are easily spotted.
   d. champions play difficult holes very intelligently.

Critical:

5. The author's purpose is to
   a. warn golfers.
   b. laugh at golfers.
   c. fool golfers.
   d. entertain golfers.

Day 11: ACTIVITY 1 - Journal Writing

Suggest the following journal writing entries: "When I read the newspaper, I like to read the section that has... I like this section because...OR - I never read the newspaper because..."

Day 11: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. recall facts.

MATERIALS

Copies of a daily newspaper; Daily Newspaper Activity Sheets.

DEVELOPMENT

1. Why do people read newspapers? List or have students list their responses on the chalkboard.

2. Ask: "What information do you get from the front page of this newspaper? Make a list in your notebook of everything you see on the front page." (e.g., headlines, price, Zingo winners, etc.)

3. Ask: "What section would you like to look at first?" (journal writing follow-up.) List preferences on chalkboard.

4. Have students use Table of Contents to locate preferences.

5. Assist in locating student selected sections; then guide students through an examination of remaining sections by using the attached activity sheet as a guide. (This may serve as a model for additional teacher-developed worksheets.)

Day 11: ACTIVITY 2

DAILY NEWSPAPER ACTIVITY SHEET

1. We will find out what the temperature is today in Washington, D.C. by looking at the daily almanac on page ____.

2. There are several Hollywood gossip columns in the daily newspaper. One such column is on page ____.

3. People who start the day by reading their horoscopes should turn to page ____.

4. We can check last night's sports scores by looking in the _____ section which begins on page ____.

5. Information about a person who died recently is sometimes found in the _____ on page ____.

6. A person who likes word puzzles should turn to page(s) _____.

7. Some people who need personal advice write to a newspaper columnist. Such a column is on page _____, written by _____.

8. A person who enjoys sewing can find patterns on page ____.

9. In order to get news about the borough in which I live, I should turn to page ____.

10. For articles and advertisements on movie, TV or other entertainment I should look in the section on pages _____ to _____.

11. The article that tells about today's headline is on page ____.

12. My favorite television show is _____. To find out if it is on tonight I should look on page ____.

13. I need a part-time job. I need to look on page ____ of the classified section.

Day 11: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. recall facts by addressing the questions Who? What action? When? Where?
. differentiate between fact and opinion.

MATERIALS

Copies of a newspaper article.

DEVELOPMENT

1. Say: "Let's see if we can recall some of the facts about this program: Who are the participants? What do we do here? When do we meet? Where do we meet? We have just collected facts by answering Who? What action? When? and Where?"

2. Assist students in selecting a headline to investigate from the paper. Ask: "What questions do we want answered in order to get the facts about the article? What do you think this article is about?" (elicit several possibilities).

3. Read the article aloud to students.

4. Have students add new vocabulary words to WORD BANK.

5. Elicit differences between fact and opinion.

6. Have students read the article silently for the purpose of getting the facts and list in their notebooks the answers to Who? What action? When? Where?

7. Guide students through a review of their answers. Draw conclusions based on the given facts and the students' opinions of those facts.

Day 11: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. analyze sentences by differentiating between the part that answers the question: Who? and the part that answers the question: What action?

DEVELOPMENT

1. Make a natural transition from today's news article and select four or five sentences from the article.

2. Help students analyze sentence parts through the guided identification of the words that answer the given questions, Who? and What action? Emphasis should be placed on sentence parts and how they function not on the "labeling" of nouns/subjects and verbs/predicates.

3. Have students write two complete sentences that tell about something that happened today. Make sure sentences answer the questions Who? and What action?

4. Check students' sentences for accuracy.

Day 11: ACTIVITY 5 - Review/Preview/Homework

Homework: Have students list five of today's vocabulary words and write a word that means the same for each of the given words. Say: "Use your new words by writing a sentence for each one."

Preview: Say: "Think about the sports you play or watch. Be prepared to write about your favorite sport for tomorrow's jounal entry."

Day 12: ACTIVITY 1 - Journal Writing

Say: "Write about your favorite sport. How is it played? How many people are needed? Where is it played? Do you play it well? Do you prefer to participate or be a spectator?"

Day 12: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES: Students will be able to:

. locate sections in a newspaper.
. determine facts.

MATERIALS

Copies of a newspaper with a sports section.

DEVELOPMENT

1. Using yesterday's daily newspaper activity sheet as a guide, prepare a short version for today as a review and warm-up; include the identification of local news.

2. Have students add new vocabulary to WORD BANK (e.g., local news, league, box scores).

3. Have students find a headline in the sports section that tells about a local baseball team (seasonal). Then find the scoreboard page and locate league standings and box scores.

4. Guide students in the reading of the scoreboard page. Discuss box score abbreviations: ab = times at bat h = number of hits
   r = runs scored bi = runs batted in

Day 12: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

- recall facts.
- identify the author's attitude through examination of the title and the style in which the story is written.
- develop vocabulary by using context clues for word meaning.

MATERIALS

Copies of "Volleyball--the Lighthearted Sport," from The Challenge of Sports, one for each student; worksheets.

DEVELOPMENT

1. Have students complete game, "How Much Do You Know about Sports?" (see attached worksheet)
2. Read story "Volleyball--the Lighthearted Sport" aloud to class.
3. Identify unfamiliar words (e.g., acres, frills, principles, international) and teach use of context to determine word meanings.
4. Have students add new vocabulary to WORD BANK.
5. Have students read story silently, then complete the short answer questions that follow on pp. 78 and 79 of The Challenge of Sports. Have students use a separate answer sheet.
6. Review each question orally, placing emphasis on the recall of facts.
7. Ask: "How does the author seem to feel about the game of volleyball? Find specific passages in the story that show this attitude. What might the author have written if she or he didn't like the sport?"
8. Elicit examples of biased sports newscasting.
9. Ask: "Do you have a favorite sports/newscaster? Why? Why not?"
10. Ask: "Who plays volleyball? What happens during a volleyball game? When is volleyball played? Where do the players stand during the volleyball game?"

Day 12: ACTIVITY 3: Reading Literature or Content Area Lesson

HOW MUCH DO YOU KNOW ABOUT SPORTS?
Worksheet

Directions

Complete each sentence by writing the letter of the correct answer in the space provided below.

1. A hoop is used to play (a) tennis (b) basketball (c) scrabble

2. Ice skates are needed to play (a) golf (b) lacrosse (c) hockey

3. A racket is not used to play (a) badminton (b) paddleball (c) tennis

4. A white uniform is always worn by (a) the home team (b) the visiting team (c) no team

5. A net is needed to play (a) baseball (b) volleyball (c) checkers

6. A puck is used to play (a) hopscotch (b) chess (c) hockey

7. A serve is a term used when playing (a) Pac-man (b) baseball (c) volleyball

8. Baseball is played in (a) quarters (b) innings (c) sets

9. A wall is needed to play (a) handball (b) spin-the-bottle (c) lacrosse

10. A contact sport is (a) tennis (b) football (c) pin-ball

Write your answers here:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Day 12: ACTIVITY 3 - Reading Literature or Content Area Lesson

Worksheet

ANSWER SHEET

"Volleyball--the Lighthearted Sport"

Directions: Answer the questions on pages 78 and 79 of The Challenge of Sports by filling in the correct letter.

1.	(A)	(B)	(C)	(D)
2.	(A)	(B)	(C)	(D)
3.	(A)	(B)	(C)	(D)
4.	(A)	(B)	(C)	(D)
5.	(A)	(B)	(C)	(D)
6.	(A)	(B)	(C)	(D)
7.	(A)	(B)	(C)	(D)
8.	(A)	(B)	(C)	(D)
9.	(A)	(B)	(C)	(D)
10.	(A)	(B)	(C)	(D)

Directions: Write F for fact or O for opinion

1. ___
2. ___
3. ___
4. ___
5. ___

Directions: Fill in the correct letter.

1.	(A)	(B)	(C)	(D)
2.	(A)	(B)	(C)	(D)
3.	(A)	(B)	(C)	(D)
4.	(A)	(B)	(C)	(D)
5.	(A)	(B)	(C)	(D)

Day 12: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Follow instructions for Day 11: ACTIVITY 4. Select the sentences from the story "Volleyball--the Lighthearted Sport."

Day 12: ACTIVITY 5 - Review/Preview/Homework

Homework: Have students write a paragraph telling what it means to be a "good sport" or show good sportsmanship.

Preview: Ask: "Is being a 'good sport' the same as being a good citizen? Think about whether you are a good citizen or not. Be prepared to write about this for tomorrow's journal entry."

Day 13: ACTIVITY 1 - Journal Writing

Have students prepare an entry: I am a good citizen because... or, I am not a good citizen because...

Day 13: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. determine facts.
. locate sections in a newspaper.

MATERIALS

Copies of newspapers with national news.

DEVELOPMENT

1. Prepare another activity sheet for review of sections and local news.
2. Assist students in locating an article which would be classified as national news. Read aloud. List the facts: Who? What action? When? Where?
3. Have students add new vocabulary to WORD BANK from national news stories.
4. Direct review for accuracy by locating supporting facts.
5. Ask: (If the article is about a person) "Do you think this person is a good citizen?"
6. Ask: (If the article is about an event) "How do you think this event will affect the citizens (people who live in this area)?"
7. Ask: "Is it important to read national news?" Elicit differing opinions.

Day 13: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. analyze characters through identification of attitudes and actions.
. infer meaning through analysis and understanding of given facts.

MATERIALS

Copies of Activity Sheet 3-2 "Are These People Good Citizens?" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Ask: "Is a fireman who saves a baby from a burning building a hero, or is he just doing his job?" Elicit and encourage differences in opinion.

2. Read the article "Hero Cabbie" (Citizenship Activity Sheet 3-2) aloud to class.

3. Identify unfamiliar vocabulary words for WORD BANK.

4. Have students read the article silently and answer questions 1, 4, 5, and 6 on Citizenship Activity Sheet 3-2. Use Activity Sheet 3-1 as a guide in assisting students with the identification of attitudes and actions of a good citizen.

5. Say: "List the facts that would lead you to consider Juan Llado a hero."

6. Ask: "Based on the facts, what conclusions can be drawn about the type of person Juan is?"

7. Ask: "Is it fact or opinion that Juan Llado is a hero?"

Day 13: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES: Students will be able to:

. combine short sentences to form one complete sentence.

MATERIALS

Copy of "Hero Cabbie" from Activity Sheet 3-2 in Citizenship in New York City, p. 133.

DEVELOPMENT

Using combined sentences found in "Hero Cabbie," break the sentence into two parts (short sentences). Instruct students to combine the short sentences using additional words and punctuation if needed. Have students look at the sentences from the article and compare their combined sentences with the original. Check for accuracy in grammar and punctuation.

e.g.: original: I chased the guy 15 blocks in my cab.
short sentences: I chased the guy 15 blocks.
I was in my cab.

Day 13: ACTIVITY 5 - Review/Preview/Homework

Homework: Read aloud the Citizenship Activity Sheet 3-7, "What are my Rights and Responsibilities?" Review all instructions to be sure students fully understand what they ae to do. Have students complete Activity Sheet 3-7.

Preview: Say: "Think about your answers carefully; you will need to use them for tomorrow's journal entry."

Day 14: ACTIVITY 1 - Journal Writing

Say: "Using your homework sheet to help you, write about one responsibility of a good citizen."

Day 14: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. identify facts.
. locate sections in a newspaper.

MATERIALS

Copies of newspaper with international news.

DEVELOPMENT

1. Prepare an activity sheet for review of sections of local and national news.

2. Assist students in locating an international news article. Read aloud.

3. List the facts on the chalkboard: Who? What Action? When? Where?

4. Have students add new vocabulary to WORD BANK from international news articles.

5. Direct review for accuracy by locating supporting facts in the article.

Day 14: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES: Students will be able to:

. recall facts.
. infer meaning by drawing conclusions from information given in the story.
. analyze character through the identification of actions and attitudes which might refelct the personality of a person in a story.
. develop concept of antonyms (words with opposite meanings).

MATERIALS

Copies of "The Girl in the Lavender Dress" from Stories of Surprise and Wonder, one for each student.

DEVELOPMENT

1. Ask: "Has anyone ever told you a story that was hard to believe? A 'tall tale'?" Elicit examples of such tales. Develop meaning of the phrase "tall tale."

2. Say: "Today we will read 'The Girl in the Lavender Dress,' a story often referred to as a 'tall tale'."

3. Read the story aloud.

4. Using the Word Warm-up on p. 80 of Stories of Surpirse and Wonder, have students set up their WORD BANK cards. Identify any other words that need defining; discuss meanings.

5. Have students read the story silently and answer short answer questions on page 86 on separate answer sheet.

6. Review each question orally, keeping clear the distinction between the facts (questions 1-6) and inferences (questions 7-10).

7. Ask: "Do you think Grandma and Herbert are good citizens? Why or why not? Find specific passages in the story that support your decision."

8. Ask: "In your opinion, is this a 'true' story or a 'tall tale'? Explain."

9. Application: Ask each student to write an original account of a "tall tale." This can be a writing project that will continue for several days to allow time for editing and revision, with teacher's guidance.

Day 14: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Follow instructions for Day 13: ACTIVITY 4, using short sentences from "The Girl in the Lavender Dress."

Day 14: ACTIVITY 5 - Review/Preview/Homework

Homework:

Matching Sheet - Have students find the word in column II that is the opposite of the word in column I.

I	II
edgy	believeable
deceased	successful
futile	calm
incredible	alive

Have students write a sentence for each of the words in column II.

Preview: Review this week's vocabulary words and homework assignments in preparation for end of week review and evaluation.

Day 15: ACTIVITY 1 - Journal Writing

Have students write a news story about something that happened in school this week (something you learned, something you saw). Make sure articles answer the questions who, what action, when, where. (Students might enjoy sharing this entry.)

Day 15: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. identify factual information.

MATERIALS

Copies of newspaper.

DEVELOPMENT

1. Prepare activity sheet for review of sections, local, national, and international news. Ask students for specific information from the articles, not just page information.

2. Say: "Select an article that you want to read. Read it and answer who, what action, when, and where, in your notebook".

3. Ask two or three students to share their articles with the class. Encourage other students to ask questions to get all the facts.

Day 15: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES: Students will be able to:

. identify an author's attitude through the tone used in the selection.
. recall facts.
. develop concept of synonyms (words with the same meaning).

MATERIALS

Copies of "Frozen Citizens" from Stories of Surprise and Wonder, one for each student.

DEVELOPMENT

1. Present to the class (write on the board):

   There are five people living on a farm but there is food enough for only four people. There is an 82 year old grandfather, a couple both 40 years old, but the wife has tuberculosis, and two children - a boy 12 years old and a baby girl 2 years old. To whom will you give the food? Why?

2. After some discussion of the problem, read aloud the story, "Frozen Citizens."

3. Identify unfamiliar words and have students enter them with meanings and one synonym each into WORD BANK.

4. Have students read the story silently. Ask: "How does the author, Mary Bolte, seem to feel about freezing citizens? Find passages in the story which back up what you say."

5. Have students write directions for "How to Freeze a Citizen". Use the story and write out your directions step by step.

6. Have students write directions for "How To Resuscitate a Citizen." Make sure your directions come straight from the story.

7. Ask: "How do many people feel about the sick and elderly? How would you feel if these people were members of your family and were 'frozen' to make room for others?" (Tie in current controversies over life-support systems for terminally ill people.)

Day 15: ACTIVITY 4 - Test-Taking Strategies

Prepare a review/evaluation based upon this week's lessons. This should be a multiple choice timed review. The focus of the tutorial will be on taking a timed exam. Highlight strategies (not spending too much time on one question, previewing questions, answering a multiple choice question).

Day 15: ACTIVITY 5 - Review/Preview/Homework

Say: "Think about the story you read today. What kind of person would want to freeze other people? Could you respect a person who is selfish? What kinds of people do you respect? Be prepared to write about someone you admire and respect in your journal on Monday."

Day 16: ACTIVITY 1 - Journal Writing

Have students describe a person they know and respect. Ask: "Why do you look up to this person? What sort of personality does this person have? Does the person hold certain beliefs or attitudes which are shown in his or her personality?"

Day 16: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. identify factual information.

MATERIALS

Copies of newspaper with sports section.

DEVELOPMENT

1. Skim the sports pages for a story or feature about tennis. Substitute an article on a related (individual, not team) sport if tennis story is not available. Have students turn to selected article and number each paragraph. Have volunteers read each paragraph aloud.

2. Have students write the answers to the questions who, what action, wnen and where in notebooks.

3. Next to each answer, have students put the number of the paragraph in which the answer was found.

Day 16: ACTIVITY 3 - Reading/ Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. analyze character by deducing personality traits.
. develop concept of multiple meanings.

MATERIALS

Copies of "Arthur Ashe, 'Mr. Cool' of Tennis," from The Challenge of Sports, one for each student; worksheets.

DEVELOPMENT

1. Ask: "Have any of you ever played tennis? Do you know anyone who plays the game well? What is he or she like? Let's see if we know what kind of person is likely to be a good tennis player."

2. Pass out tennis "warm-up quiz" (attached). Have students complete.

3. Write title of story on chalkboard. Ask students to give meaning of "cool." Write definitions on the board. Ask: "Do you know any other meanings of that word?" Elicit: moderately cold temperature; calm, not easily angered; admirable; unimpressed.

4. Illustrate each meaning with a sentence, preferably student generated.

5. Ask students to lightly pencil in consecutive numbers beside each line in the story.

6. Say: "I will now read you the story. Stop me whenever I come to a clue about Arthur Ashe's personality and character. When we are finished, we should be sure of why the author calls him 'Mr. Cool'."

7. Read story aloud, writing all phrases noted by students on the board; including line number. Lead student discussion of Ashe's character as revealed in story. (If few phrases were noted by students during oral reading, defer discussion until after silent reading.)

8. Distribute first ditto (attached) and ask students to complete it, copying the phrases from the board. (If all phrases have been noted, skip the next part of the lesson and go to #10.)

9. Now have students read the story silently. Say: "Write in the description of Mr. Ashe's character next to any line numbers which remain blank."

10. Pass out second ditto (attached) for students to correct their own work.

11. Say: "What we have been doing has been called character analysis. Tests will often ask you about the feelings, opinions or personality of someone about whom you have read. Even if the story has not given you the answer to these questions directly, by rereading what the story does say, you can figure out the answers."

12. Ask: "Who was the person, according to the story, who had the most influence on Arthur Ashe's character?" Elicit: his father.
How do we know this? (refer to text)

13. Have students reread the story to find Arthur Ashe, Sr.'s philosophy which influenced his son. Write the line numbers and the words in your notebook. (1.24-26)

DAY 16: ACTIVITY 3 - Reading/Literature or Content Area Lesson

Tennis Warm-Up Quiz

Circle all the descriptors below which a tennis player needs to play well. Draw a line through all those which would keep someone from playing well (or are irrelevant).

fast	blue-eyed	sick
competitive (likes to win)	relaxed	hot-tempered
strong	trained	left-handed
overweight	hard-working	old
musical	tired	confused
heavy-drinking	attractive	self controlled

DAY 16: ACTIVITY 3 - Reading/Literature or Content Area Lesson

Ditto #1 — Arthur Ashe - "Mr. Cool" of Tennis

L 27 _____

L 63-64 _____

L 65 _____

L 67 _____

L 68 _____

L 83-84 _____

L 84-86 _____

Others

Write the words in the story which revealed Mr. Ashe's character next to the number of the line in which it was found. If you find out something about his character somewhere else in the story, put it next to "others" and write the line number on the left.

DAY 16: ACTIVITY 3 - Reading/Literature or Content Area Lesson

Ditto #2	Arthur Ashe - Mr. "Cool" of Tennis	Answers to Ditto #1
L 27 -	Has calm attitude toward life and its problems	
L 63/64	His good sportsmanship shown throughout the match.	
L 65	He is also a fine person.	
L 67	He refuses to be like anybody else. He insists on being himself.	
L 68	His tennis style is controlled and cool.	
L 83/84	"I just don't have a killer instinct."	
L 84-86	"I give it all I've got - people are wrong about that - but if it's not enough, I figure they'll just get someone else."	

Day 16: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. identify affixes.
. determine their effect on words and phrases.

MATERIALS

Copies of "Arthur Ashe, 'Mr. Cool' of Tennis," from The Challenge of Sports, one for each student.

DEVELOPMENT

1. Say: "During this lesson, we will look at the way in which words are made up of different parts."

2. Say: "Mr. Ashe is a tennis champion." Put word "champion" on board.

3. Ask: "What is a champion?" Elicit meaning.

4. Say: "In line 4 the word 'champion' can be combined with the ending, called a suffix, 'ship'." Add to board.

5. Ask: "How does 'ship' change the meaning of the word?" Championship is a short way of saying the position of being the champion. In line 32 another word has had the suffix "ship" added to it.

6. Write leadership on the board. Ask students to give a sentence for the word "leader"... for the word "leadership". Ask students to skim The Challenge of Sports, for another word ending in "ship" (sportsmanship). Ask students to recall other words which end in the suffix "ship". In each case demonstrate the relationship between the root word and the suffix.

Day 16: ACTIVITY 5 - Review/Preview/Homework

Homework: Ask: "Who is the person in your family who has had the most influence on you? In what way has that person helped shape your character and personality?"

Preview: Tomorrow we will read more about tennis. This time we will be trying to discover facts about how it is played. We will also learn how to separate fact from opinion in stories and in newspaper advertisements.

Day 17: ACTIVITY 1 - Journal Writing

Say: "Describe something you have recently bought. Describe as many facts about it as you can so that readers can picture it in their minds."

Day 17: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. distinguish fact from opinion.

MATERIALS

Copies of newspaper with advertisements.

DEVELOPMENT

1. Ask students how newspapers make money. Elicit: it is primarily advertising, in addition to the sale of newspapers, that generates income.

2. Direct students to pre-selected advertisement, such as a department store ad, where more than one product is featured. Direct students to read ad and answer factual questions about each item, such as:

   What is being offered for sale?
   How much does it cost?
   What colors does it come in?
   What is it made of?

   This can be done by class discussion and it may be written on the board.

3. Elicit opinions stated in ad about each item and list them separately.

4. Say: "Now look through the paper and find another advertisement for an item which interests you. Write the answers to the same questions in your notebook. Add any other "facts" about the product which are mentioned in the ad. Skip a line and write the word "opinions." List anything that the advertisement tells you about the product which is not a fact, but is the opinion of the advertisement writers.

DAY 17: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. recall facts contained in a story.
. distinguish between fact and opinion.
. develop knowledge of synonyms.

MATERIALS

Copies of "Skill, Strength, and Concentration" from The Challenge of Sports, one for each student.

DEVELOPMENT

1. Say: "Yesterday we read about a tennis player who has won many tournaments. Today's story tells us more about how the game is played. Pay particular attention to the facts about tennis the author tells you. These facts can be checked and shown to be true. The author also gives you his opinion of the game. This tells you what he believes and may be different for him than it is for someone else. Tests often ask you to indicate whether a statement is a fact or an opinion."

2. Read the first three paragraphs aloud.

3. Place the following words on the chalkboard and elicit their meanings: tournament (contest), concentration (attention), rapid (fast), strategy (planning). Ask students to place words on WORD BANK cards, pairing each with a synonym. Have students create one sentence for use with each pair.

4. Say: "Read the rest of the story to yourselves and write answers to questions 2-7 on p. 100 and 101 of The Challenge of Sports in your notebook."

5. Say: "The questions you have just answered all asked for facts. The answers are either right or wrong and can be checked. What is the author's opinion about the sport of tennis?" (Elicit: The author thinks it is a good sport to learn, p. 100.)

6. Say: "On pages 101 and 102 there are five statements. In your notebook label each one 'F' for fact or 'O' for opinion."

Day 17: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Repeat lesson on affixes from Day 16: ACTIVITY 4.

Day 17: ACTIVITY 5 - Review/Preview/Homework

Homework: Ask: "Do you agree or disagree that tennis would be a good sport to play? Write two or three sentences for homework on this subject."

Preview: Tomorrow we will be talking about finding an apartment, and about what makes a good place in which to live.

Day 18: ACTIVITY 1 - Journal Writing

Say: "Write about how you found your apartment, answering the following questions:

Do you live alone or with other people?
Who looked for your apartment?
Whom did they ask?
Did they talk to an agent or superintendent?
Where did they look?
How did they find one?
Have you ever lived in another apartment?
How did you find that one?

Day 18: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. determine meaning and purpose of classified ad.

MATERIALS

Copies of newspaper with classified ads.

DEVELOPMENT

1. Have students select a classified ad for an apartment from the daily newspaper. List each abbreviation on the chalkboard. Elicit the word represented by each abbreviation. Read advertisement aloud, replacing each abbreviation with the full word.

2. Have students read advertisement silently and answer questions on teacher-made fact sheet relating to the advertisement; e.g., Who placed the ad? How many rooms are there in the apartment? How much is the rent? Where is it located?

DAY 18: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. identify obligations and infer expectations (in contracts).
. develop concept of antonyms.

MATERIALS

Copies of Activity Sheet 4-6 "A Landlord Tenant Contract" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Say: "If you were to go look at an apartment, what things would you look for which would make it a good place for you to live?" List requirements on chalkboard in three columns labelled apartment, building, neighborhood. Leave a space next to each item. Tell students that they will be returning to these items shortly.

2. Using another section of the board, place the following words in pairs:

responsible	landlord	obligation	modernized
irresponsible	tenant	choice	old fashioned

3. Elicit the relationship between the two words, i.e., they have opposite meanings.

4. Have students make WORD BANK cards for each pair of words defining the first and showing the second as the antonym.

5. Place word "antonym" on board and define.

6. Have students use each antonym in a sentence on the lower half of the card.

   i.e., responsible re-spon-si-ble
   accountable, liable, doing what you are supposed to do, meeting one's obligations
   antonym - irresponsible
   A person who leaves a banana peel on the sidewalk is irresponsible.

7. Add "contract" to the words on the board.

8. Ask for its meaning (a written agreement).

9. Elicit its opposite (not having an agreement, renting without a lease).

10. Return to the original requirements on chalkboard which note the things that make an apartment a good place to live.

11. Ask: "Who is responsible for _____?" Fill in each requirement here.

12. Have students identify the person responsible for each requirement and fill in.

13. Ask: "Are there ways to make sure that the person(s) responsible for keeping an apartment, building, or neighborhood nice will do so?" Elicit notion of contract.

14. Have students read items listed under landlord and tenants' expectations on second half of the activity sheet. Check those items on chalkboard mentioned in book. Add the remaining items to the chalkboard.

15. Have students read the obligations which might be expected of landlords. Check whether you would expect them to do each thing sometimes, always or never.

16. Have students do the same with the obligations which might be expected of tenants.

17. Say: "Put the six things which you think are the most important for a landlord to do next to the first six numbers on the activity sheet. You may choose from the list on the chalkboard or add your own ideas."

18. Have students list the six most important responsibilities of the tenant next to the next six numbers on the activity sheet.

Day 18: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. distinguish between related words through feature analysis.

MATERIALS

Attached matrix.

DEVELOPMENT

1. Say: "Many words are close in meaning to other words. They are similar, but they are not exactly alike. By analyzing them you can begin to see the ways in which they are the same and the ways in which they are different."

2. Distribute the matrix.

Day 18: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

MATRIX

	Written	Oral	Legally Binding	Agreement between more than 1 person	can be shown later
contract					
promise					
handshake					
book					

3. Complete first items together by putting an X in the categories which apply, explaining meaning of each category. Complete rest of items

4. Review choices and reinforce concepts.

Day 18: ACTIVITY 5 - Review/Preview/Homework

Homework: Have students list five things they would like to have in their ideal apartment.

Preview: Say: "Think about a dream you have had many times or ask a friend or relative if they have had a dream like that. How many times did you dream it? Did anything like it really happen? Be ready to write about the dream in your journal tomorrow morning."

Day 19: ACTIVITY 1 - Journal Writing

Say: "Describe a dream which returned over and over. Where were you in your dream? What did you do? How did you feel when you woke up? Has something similar ever happened to you? Did it happen before your dream or afterward?"

Day 19: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. identify advertisement in a newspaper.
. determine purpose of advertisement through factual matter.

MATERIALS

Copies of newspaper with classified section.

DEVELOPMENT

1. Have students find the classified advertisement section of the newspaper.

2. Have students select an advertisement for one apartment in which they might like to live.

3. Say: "Answer these questions in your notebook:"

   How many rooms are there in the apartment?
   Name the rooms.
   Where is it located?
   How large is the building?
   How much is the rent?
   Why would you like to live there?

DAY 19: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. identify or infer causal connections between events in a story.
. develop new vocabulary words having multiple meanings.
. identify or infer the main idea in a selection.

MATERIALS

Copies of "The House" from Stories of Surprise and Wonder, one for each student; worksheets.

DEVELOPMENT

1. Say: "Sometimes when people read ads for places to live, they are looking for their 'dream house'." Write phrase on chalkboard: "What do you suppose 'dream' means in this context?" Elicit "desired," "wished for."

2. Ask: "Is there another meaning for the word 'dream'?" Elicit "fantasies while sleeping" or the equivalent.

3. Ask: "Do you ever have dreams which you remember the next day? Have you ever had the same dream over and over? What did you dream? Do you think the dream could tell about something that really happened or could happen?"

4. In the story we are reading today, a woman tries to find the place she saw in her dreams. Listen to find out if she does find it and what happened.

5. Write name of story on board.

6. Read story aloud to students.

7. Initiate oral discussion and allow students to react. Ask: "Why did the woman in the story spend her vacation traveling?" "Did she find what she was looking for?"

8. Present difficult vocabulary by asking students to read definitions of individual words aloud from page 116, Stories of Surprise and Wonder. Ask class for another sentence for each of the words. Put sentences on the board with the words underlined. Have students make WORD BANK cards for each word.

9. Have students read the story silently to be sure who haunted the house. Say: "This will give you the main idea of the story. Many tests ask you to choose the main idea out of four possible answers."

10. Pass out written questions and ask students to darken the space in front of the correct answer.

11. If the question is answered incorrectly, ask students to re-read page 119 and find out what the old man thought about the woman in the story. Ask them which lines in the story might support the servant's opinion.

12. Ask students whether they believe that the woman actually was at the chateau in her dream or not. Why? List their reasons on the blackboard in two columns. Ask students to complete one of the following phrases in two or three sentences.

    a. I believe that the woman visited the chateau while she was sleeping because _____

    _____

    b. I believe that the woman did not visit the chateau while she was sleeping because _____

    _____

Day 19: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Continue feature analysis lesson from Day 18: ACTIVITY 4.

Day 19: ACTIVITY 5 - Review/Preview/Homework

Homework: Feature analysis of apartment. Give students grid to return tomorrow with features of each room checked.

Preview: "Tomorrow we will talk about 'reading' pictures." Have students bring in a picture from a magazine or a photograph that is <u>not</u> part of an advertisement."

Note: Have additional pictures to supplement those the students will bring in.

DAY 19: ACTIVITY 3 - Reading/Literature or Content Area Lesson

Quiz

1. While she was dreaming, the storyteller was also:
   a. ( ) driving her car around France.
   b. ( ) talking with the servant.
   c. ( ) haunting the white house.
   d. ( ) sleeping on a bed of violet flowers.

2. In this story the chateau is the woman's "dream house" because:
   a. ( ) it is the house she wishes to find.
   b. ( ) it is the house she saw in her dreams.
   c. ( ) both a and b are correct.
   d. ( ) neither a nor b is correct.

Day 19: ACTIVITY 5 - Homework

All rooms have certain things in common. Other things may be in some rooms and not in others. Check those things which would likely be in the following rooms.

	windows	stove	rug	ceiling	closet	lightbulb	bed
bedroom							
kitchen							
bathroom							
living room							
hall							

Day 20: ACTIVITY 1 - Journal Writing

Present an uncaptioned picture to the class. Say: "In this picture..." Start your journal entry with these three words and continue writing to tell the story that you imagine goes with the picture.

Day 20: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. infer the meaning of news stories from photographs and captions.

MATERIALS

Copies of a pre-selected newspaper article with at least one photograph.

DEVELOPMENT

1. Ask: "Who knows the meaning of the expression, 'A Picture is Worth a Thousand Words'?" Write the phrase on the chalkboard. "What does this suggest to you?"

2. Say: "Sometimes a picture can make a situation or a feeling clearer because it can show it to you instead of just describing it in words."

3. Say: "In a newspaper, photos are used to make the articles more exciting and to show readers what the story is about. The caption, under the photo, also gives clues about the story."

4. Have students turn to pre-selected article headed by a photo. Ask them to guess what it is about.

5. Now read them the caption and see if they can answer the questions who, what action, where, and when.

6. Have students read the story silently to see if their predictions were correct. "Did you have to change your answers? Did you learn more details about what happened?"

7. Pair students and ask each duo to find another article headed by a photo. Ask one student to infer the topic of the article and dictate his responses to his partner. Student No. 2 then reads caption and revises the prediction. Both students read article silently to confirm information.

DAY 20: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. infer meanings from an illustration

MATERIALS

Copies of The Challenge of Sports, p. 87.

DEVELOPMENT

1. Have students turn to p. 87 in The Challenge of Sports. Hold a piece of paper over the caption. "What game is being played? Who is playing? When did they play? Where were the courts?"

2. Have students read the caption and list the differences between their responses and what the caption says in their notebooks.

Day 20: ACTIVITY 4 - Test-Taking Strategies

PERFORMANCE OBJECTIVES Students will be able to:

. develop test-taking skills.
. identify four answers on a multiple choice question and categorize choices into four choices: false, partly false, too general, best.

DEVELOPMENT

1. Say: "The reading you have done all week has improved your ability to understand what you read. Now we will look at the skills you need to transfer your ability to doing well on multiple choice tests."

2. Prepare multiple choice questions based on the week's reading, whose answers fit the model described.

3. With students, define categories: false, partly false, too general and best. Tell students that answers on standardized tests usually fit into four categories. List them on the chalkboard. If they are not sure of the answer, they should eliminate incorrect choices by eliminating first the false answer, then the one which is partly false, and lastly the too general. The choice remaining is the correct answer. Go over multiple choice questions with the class, eliminating the choices as described. Emphasize the strategy rather than their knowledge of the correct answer.

Day 20: ACTIVITY 5 - Review/Preview/Homework

Homework: Say: "Using a newspaper article or short paragraph, prepare five multiple choice questions based on the model. Ask students to label each choice as false, partly false, too general or best."

Preview: Tomorrow we will be talking about marriage.

Day 21: ACTIVITY 1 - Journal Writing

The students are asked to list three reasons why people get married.

Day 21: ACTIVITY 2 - Newspaper Activity

Say: "In the daily newspaper there are a number of featuers that appear each day: horoscope, the inquiring reporter, letters to the editor and obituaries. Look at the index and find and read your horoscope. Do you think it is accurate? What sign is Lady Mary? What sign is Mr. Fox?"

DAY 21: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. identify characteristics of the main character in a story.
. identify antonyms.

MATERIALS

Copies of "Mr. Fox" from Stories of Surprise and Wonder, one for each student

DEVELOPMENT

1. Ask: "If you decide to get married, what will you do to find out if the person is right for you?" Write all responses on the board.

2. Read aloud the first paragraph of "Mr. Fox". Ask: "How will the story end? What makes you think so? What kind of person is Lady Mary? Mr. Fox?"

3. Continue to read aloud and pause from time to time to ask, "What have Mr. Fox and Lady Mary done? What kind of person does things like that?

4. At the end of the story, the students are asked to reread the story in order to complete this chart.

	What kind of person is Lady Mary	Proof from the story
a.		
b.		
c.		

5. At the end of the story ask: "What did you learn about Mr. Fox and Lady Mary that you didn't know at the beginning?"

Day 21: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. identify word meanings through context.

MATERIALS

Copy of "Mr. Fox" from Stories of Surprise and Wonder.

DEVELOPMENT

Read aloud selected pages from the story "Mr. Fox", leaving out key words (i.e., p. 134, married, casting, dragging, glittering). Elicit from the context what word would make sense in the blanks? Does it sound right?

Day 21: ACTIVITY 5 - Review/Preview/Homework

Review: Ask: "What advice would you give to Lady Mary?"

Homework: Write a letter to Lady Mary in which you give her your advice, using specifics to support your suggestions.

Day 22: ACTIVITY 1 - Journal Writing

The students will write a journal entry about an experience they (or a friend) have had with the police.

Day 22: ACTIVITY 2 - Newspaper Activity

The students will read a crime story. Ask: "If you were a relative of the victim, what would you do? Why?"

DAY 22: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. appraise facts and draw conclusions.

MATERIALS

Copies of Activity Sheet 5-9 "When Do You Call the Police?" from Citizenship in New York City, one for each student.

DEVELOPMENT

1. Ask: "Remember a time when you or someone else called the police?" Put the examples on the board. "Remember a time when people took the law in their own hands?" Put these examples on the board.

2. Students will work in small groups and read the activity sheet. The group has to discuss and reach concensus about each example. They have to decide if the police should be called and give a reason. A recorder from the group will report to the class.

3. The teacher will ask each group what fact from the page that they read or what from their experience supports their conclusions.

4. Ask: "Which conclusion seems reasonable (to call the police or not)? Why?"

Day 22: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Continue the lesson from Day 21: ACTIVITY 4.

Day 22: ACTIVITY 5 - Review/Preview/Homework

Review: Say: "Yesterday we read a story entitled Mr. Fox. How do you feel about Lady Mary's brothers killing Mr. Fox?"

Preview: Tomorrow we will read about an animal who is much more gentle than the people we've been reading about.

Homework: Write a brief summary of another crime story from the newspaper.

Day 23: ACTIVITY 1 - Journal Writing

Have students complete the entry, "People like cats because...."

Day 23: ACTIVITY 2 - Newspaper Activity

1. Students share a few of their homework summaries.

2. Read the feature, The Inquiring Reporter. Have students answer the question. Students will share their answers with the group.

DAY 23: ACTIVITY 3 - Reading/Literature or Content Area

PERFORMANCE OBJECTIVES Students will be able to:

. recall facts.
. identify words with the same meanings.

MATERIALS

Copies of "King of the Cats" from Stories of Surprise and Wonder, one for each student.

DEVELOPMENT

1. Write the words "a big black cat" on the board. Ask: "When you think of this animal, what words do you think of?" Write these words on the board. Ask how these words are connected to the phrase "a big black cat."

2. Students will add vocabulary words to their WORD BANKS. Then the students will form small groups. They will be given the following words - "coffin, graveyard, evening and screamed - and asked to write a very short story containing all these words. Small groups will share with the large group.

3. Read aloud the first paragraph of "King of the Cats" and ask the students how the story will end.

4. Continue to read the story aloud and ask the students to raise their hands each time they learn something unusual about the black cats. Write these on the board.

5. Have students reread the story and write down two things that happened in the beginning of the story, in the middle and at the end.

Day 23: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. combine sentences using connecting words.

MATERIALS

Copies of "King of the Cats" from Stories of Surprise and Wonder, one for each student.

DEVELOPMENT

Select simple sentences from a King of the Cats and write them on the board. Have students combine the sentences using connecting words. Illustrate the use of appropriate connectives (and, but, however, etc.) for one or two pairs of sentences.

Day 23: ACTIVITY 5 - Review/Preview/Homework

Preview: Earlier this week we read about people being hurt as the result of a crime. People also get hurt by accident when they are only expecting fun. Tomorrow we'll read about that.

Homework: Say: "Have you heard of an amazing story about a cat or other animal? Please write about it."

Day 24: ACTIVITY 1 - Journal Writing

Have students complete the entry, "Five sports that are dangerous are:..."

Day 24: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. distinguish fact from opinion.

MATERIALS

Copies of newspaper with letters to the editor.

DEVELOPMENT

1. Students will read some letters to the editor.

2. Ask: "Why do people write to the editor of a newspaper?" Discuss.

3. Read one or more letters aloud to students. After each letter, pause and have students write down statements that are facts and that are opinions.

4. Ask: "What is a fact? How is an opinion different from a fact?"

DAY 24: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. identify and differentiate between facts and opinions.
. identify the author's opinion.

MATERIALS

Copies of "Skydiving-- Free Fall into Space" from The Challenge of Sports, one for each student.

DEVELOPMENT

1. Say: "Look at the picture on page 127. How many people are skydiving? List five facts that you can see in the picture."

2. Have students list five words that describe the picture. List them on chalkboard, discuss. Put them in your WORD BANKS.

3. Ask: "Has anyone here ever done skydiving? What is it like? Would you like to skydive? Why do people do it?"

4. Read aloud pages 126-28. Students are asked to write down six facts from the story. Students read page 129 silently. Ask: "What is one opinion on this page? What does the writer of the story tell you about skydiving? Why do you think the author wrote write this story?"

5. Application: Write a short article expressing <u>your</u> <u>opinions</u> about playing football.

Day 24: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

Continue lesson for Day 23: ACTIVITY 4.

Day 24: ACTIVITY 5 - Review/Preview/Homework

Homework: Bring in a newspaper article about a dangerous sport.

Day 25: ACTIVITY 1 - Journal Writing

Have students complete the entry, "I learned recently that..."

Day 25: ACTIVITY 2 - Newspaper Activity

Students read the personal advice feature such as the column written by Ann Landers). Pick one letter. "What advice would you give this person?"

DAY 25: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. recall facts.
. identify cause and effect.
. develop concept of synonyms.

MATERIALS

Copies of "The Story of an Hour" from Stories of Surprise and Wonder, one for each student.

DEVELOPMENT

1. Ask: "How do you feel when you are separated from a pet or a person that you live with? What other feelings about that pet or person do you have?"

2. Students will read the first sentence and then the teacher will ask the class a number of who, what, when, where factual questions. Then the students will read the second sentence. Then the teacher will ask the students questions that connect the meaning of the two sentences (Why did they break the news gently to him?).

3. Read the story to the students. Ask: "How did she feel when she was told that her husband died? On pages 142-43 she begins to experience other feelings. What are these feelings? Why did she feel this way?"

4. Have students find words that are similar to "gaze, kneeling, pleadings, repressed."

5. Say: "At the end of the story she died. What caused her to die?"

6. Application: Using the four vocabulary words (#4 above) as effects, ask students to suggest at least one cause for each (other than causes mentioned in the story).

Day 25: ACTIVITY 4 - Test-Taking Strategies

PERFORMANCE OBJECTIVES Students will be able to:

. infer main idea from a selection.

MATERIALS

Letters from the Ann Landers or similar writer's column with the headlines removed

DEVELOPMENT

1. Have students read the letters and write headlines for each.

2. Compare the headlines with the ones originally written. Which are better? Why? Elicit: the better headline is the one which suggests the main idea of the letter to the reader.

3. Explain that the headlines they wrote and the ones published in the column enable the reader to infer what the text of the letter will be about.

Day 25: ACTIVITY 5 - Review/Preview/Homework

Review: Book sharing: Students tell each other about the books they have been reading during sustained silent reading.

Homework: Read a feature from the newspaper. Find five new words you now know and put them in your WORD BANKS.

Day 26: ACTIVITY 1 - Journal Writing

Students write about a subject that interests them OR
Ask them to describe five things they like about N.Y.C. OR
Ask them to describe five things they dislike about N.Y.C.

Note: Give students an extra five minutes for study and review of their WORD BANK cards. (Suggest they work in pairs in testing each other.) Tell them on Day 28 they will have a round-up vocabulary test on words which they studied as a whole class. Obviously they cannot be tested on those words they added on their own. Tell them that their final reading test will be on Day 30.

Day 26: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. infer author's attitude or stance.
. differentiate betwen fact and opinion.

MATERIALS

Copy of newspaper with "Op Ed" pages.

DEVELOPMENT

1. Point out different parts of an Op Ed page: Editorials, Voice of People, political cartoon (as opposed to other humorous cartoons in the paper).

2. Point out that editors give their opinions in editorials but that readers can also give theirs with reference to any problems. Pick out a short, relevant editorial or letter to the editor. Read it aloud. Ask students how they feel about it? Agree or disagree with writer? Do they understand all the writer's points? Tell them to think about any problem they might like to write a letter about.

3. If the cartoon is accessible, use it. Train students to read the caption first and pause to think about it. Then they should note details in the cartoon carefully in order to arrive at its meaning. What was the cartoonist's purpose? Is the cartoon connected to one of the editorials? Are there any symbols used (such as Uncle Sam)? Explain symbols; add word to word bank. What symbols do they know? (dollar sign, Jewish star, crucifix, flag, etc.) If a cartoon is connected to an editorial, is that an accident? Why does a newspaper use a political cartoon on the Op Ed page? Why does a newspaper use light-weight cartoons and comic strips elsewhere in the paper? (Encourage any students with an artistic bent to try to think up an idea for a cartoon about school, students, teachers, principal, etc. Or, if some students can come up with such an idea, then the "artist" could be asked to produce the cartoon for it.)

DAY 26: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. identify the feelings of the characters in a short story and understand their personalities and motives.
. deduce the figurative use of words which have another meaning when used literally.

MATERIALS

Copies of "The Child Watcher," from Stories of Surprise and Wonder, one for each student.

DEVELOPMENT

1. Tell students to look at the title. What does it mean? Have they ever watched a child in a crib? What did it do? How did they feel?

2. Go rapidly over a few difficult words on p. 148. Students can add them to their WORD BANK after they finish reading the story.

3. Read aloud to p. 150, line 6. Question students for comprehension, but don't give away the ending. Stress the passage of time as indicated by triple-spacing.

4. Then continue reading the story aloud.

5. When you finish, there will certainly be some students who do not understand what has happened. You may have to go back to the beginning and either reread it to them or ask for different clues about Esther which appear in the story even before the reference to her kittens: What clue appeared at the beginning of paragraph 2 on p. 149?* Why couldn't she smile? Why does Esther never say a word? When the open diaper pin hurt the baby, why didn't she help him? And finally, have them reread the first paragraph on p. 150 very carefully, and the last sentence in the story. If you wish, you could reread the whole story at this point.

*Stress "Why" questions. Why did Esther do what she did? Why did the mother attack Esther? Also, why, in all probability, did the mother drown the kittens? Why did the baby begin to scream even before Esther sprang? The emphasis on "why" questions encourages the students to find connections between events in a story. This will help them to understand motivation. An understanding of cause-effect relationships is basic to an understanding of story material, expository texts, and their own life experience.

6. Now, when all students understand what has happened, ask if they believe animals experience envy, jealousy, etc., like human beings? Why are they of this opinion?

7. Finally, go over the questions on p. 151, 152. Have students refer back to the story to prove their answers. Then turn to p. 154 and carefully go over the figurative use of glow, held out, flood, swept, crow, overflowed.

8. Application: Have students make up sentences using these words in their literal sense.

Day 26: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. rearrange words to form a complete thought.

DEVELOPMENT

1. Say: "Today we will play sentence structure games."

2. Putting Pieces Together:
Have students rearrange the following words so that they make sense in a sentence. Watch out for capitals and period.
   a. harm saved mother from baby her. The
   b. strong. Mother be love can very
   c. unable was Esther she to cat. a smile because was
   d. like hate beings. The love can animals writer human believes as

3. Putting Two Parts Together:
Have students match the doer of the action with the action. Write out the full sentence.

Doer	Action
a. The baby's mother	jumped into the crib.
b. The door	tried to turn over in the crib.
c. Esther	picked him up and hugged him.
d. The baby	swung open.
e. The baby's mother	drowned the newborn kittens.

4. Dictation:
Have students study all the above sentences in preparation for dictation of the above by the teacher. Dictate a few of the above sentences to the students as illustrations. Leave enough time for them to check their own writing and for you to look over each paper after they supposedly have found and corrected all their errors. This emphasis on proofreading accurate copying is extremely important.

Day 26: ACTIVITY 5 - Review/Preview/Homework

Homework: Remind students to think about some problem that they might like to write about to the "letters to the editor" page. Tell them to look through the news at home tonight with that idea in mind. Tomorrow they will discuss it at greater length.

Review: Provide adequate time for students to review vocabulary words either individually, or with a partner (pair a better reader with a poorer one, or with the teacher leading the review, or in a small group with a better reader as the group leader. The idea that they are going to get a round-up test (even if it's only on 25-30 of all the words) should spur on their studying.

Day 27: ACTIVITY 1 - Journal Writing

Have students write a short letter to the editor of a newspaper, on some problem in reference to New York City. If they want to share the letter with others, they may do so. If they really want to send it, provide paper for a good copy. Tell them to bring in an envelope the next day, and help them with the address.

Day 27: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. formulate an opinion.

MATERIALS

One copy of Activity Sheet 6-12, "Somebody should do something about that..." from Citizenship in New York City.

DEVELOPMENT

1. Have students write a letter to the editor based on a given problem/question. They will write a two or three sentence answer. For example: How do you feel about the idea of making each school day 8 hours long and the school year eleven months long?

2. See copy of Activity Sheet 6-12 from the manual Citizenship in New York City. If your students are having difficulty beginning a letter, use the sheet as a framework. If they prefer incorporating their responses into their daily journal writing, let them do so.

3. Or the class could write a letter on a different subject to a newspaper. Discuss different types of problems re public health or public safety in NYC they could write about.

Day 27: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. deduce meaning not explicitly stated but logically implied.
. analyze a character's personality and motivation by making inferences from information provided.

MATERIALS

Copies of "Doctor's Orders," from Stories of Surprise and Wonder one for each student.

DEVELOPMENT

1. Tell students to look at the title. What does it mean? When a doctor gives you a recommendation or an order, how should you respond? What might happen if you do not follow a doctor's orders?

2. Preteach a few difficult words on p. 156.

3. Begin reading story aloud. Point out the triple-spacing between segments to indicate the passage of time as in "The Child Watcher". Make it clear that there is a change in point of view. Point out the quotation marks and the use of "I" as the signposts. Be sure students understand who is saying which dialogue.

4. If there is confusion in the class, you may have to reread the story to them. Otherwise, when you finish the first reading, ask students to reexamine the doctor's orders. Are they going to be followed? Why not? What is Jeff's motive? Is his action tantamount to murder? Why do you think he tells the doctor he would like to persuade his wife to move away for a while? Why is she so anxious to have a baby? (Again stress why questions.)

5. Now go over the questions in the text with the students. If you wish, you could now go back in order to spot clues to the ending.

6. Application: Say: "Let's assume Jeff gets his way, and they move to another town. Jessie gets pregnant; nine months pass -- and she dies in childbirth. Write a simple obituary for her, such as might appear in the newspaper."

Day 27: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. rearrange randomly written words to form a complete thought, i.e., in proper syntactic and semantic order.

DEVELOPMENT

1. Say: "Today we will play more sentence structure games."

2. Putting Pieces Together:
Have students rearrange the following words so that they make sense in a sentence. Watch out for capitals and periods. Copy carefully.

a. for her Jeff her married money.
b. badly. Jessie children very wanted
c. doctor his The husband. told to her orders follow
d. would if a Jeff she rich be man died.

3. Putting Two Parts Together:
Have students match the doer of the action with the action. Write out the full sentence carefully. Watch capitals, periods, and spelling.

	Doer	Action
a.	Jeff	gave Jeff his orders.
b.	The doctor	wanted to have another baby.
c.	They	will probably move away.
d.	Jesse	died at birth.
e.	The baby	married her for her money.

4. Dictation:
Students should study all the above sentences in preparation for dictation of several of the above by the teacher. Be sure you leave enough time for the students to proofread.

Day 27: ACTIVITY 5 - Review/Preview/Homework

Review: Provide time and encouragement for students to study and review the words in their WORD BANK in preparation for a round-up test of perhaps 25 words from among all those they've accumulated during the whole summer. Test will be given tomorrow.

Homework: Again urge students to go through the newspaper and try to spot events or problems in New York City that interest them.

Day 28: ACTIVITY 1 - Journal Writing

Ask students to write about another problem that bothers them. It could be a problem concerned with their community or it could be a personal problem. Again they may share it with others if they wish to do so.

Day 28: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. formulate an opinion.
. distinguish fact from opinion.

MATERIALS

Copy of an editorial, a letter to the editor, an inquiring photographer column, and/or a political cartoon.

DEVELOPMENT

See previous day's notes on newspaper activities.

. Read a short relevant editorial. How do students feel about the viewpoint? Why? OR
. Read aloud a letter to the editor. Ask: "What is the viewpoint expressed? How do you feel? Why?" OR
. Have students discuss the question for the Inquiring Photographer. Tell them to write 2-3 sentences as an answer. (It's possible to duplicate the whole Inquiring Photographer column using the students in the class: Does someone have an instamatic camera? Have photos of the kids taken and do a paste-up on a page along with their 2-3 sentence answers. Set it up to look just like the News feature. Then Xerox a set for the class. It's great fun.) OR
. If the political cartoon is relevant, use it. Ask: "What does the caption mean? What do the different figures stand for? Is it connected with an editorial?

Day 28: ACTIVITY 3 - Vocabulary Test

PERFORMANCE OBJECTIVES Students will be able to:

. develop test taking skills.

DEVELOPMENT

Administer a vocabulary round-up test you have made up of the words students have studied with you. Give students about 10 minutes of study time before the test, or you can review with them. See sample vocabulary test below on multi-meanings of words.

Sample Vocabulary Test - Multimeanings of Words

Directions: For items 1-7 choose the sentence in which the underlined word means the same as the definition given. (Words taken from Stories of Surprise and Wonder & The Challenge of Sports.)

1. a person who claims to speak to the dead
   a. He is of medium height.
   b. I like my steak done medium rare.
   c. He went to the medium for help.

2. threw rapidly
   a. He whipped the ball to his sister.
   b. He whipped the dog.
   c. She whipped up the eggs.

3. animals
   a. Some people like to hunt game.
   b. He's really a game sort of person.
   c. Can you play that game?

4. another phone on the same line
   a. Can you give me one month's extension?
   b. She hung up the extension.
   c. He built an extension on to the house.

5. messes up
   a. Her skirt had long ruffles.
   b. She always ruffles her boy friend's hair.
   c. Ruffles are delicious!

6. a kind of rock
   a. She slipped on the slate.
   b. Can you slate me for a doctor's appointment?
   c. He has a clean slate.

7. a certain amount of time
   a. Be sure to put a period at the end of the sentence.
   b. He spent a short period in jail.
   c. Her sentence needed a period.

Day 28: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. combine sentences.

DEVELOPMENT

1. Write the sentences below on the chalkboard.

2. Have students read the sentences.

3. Have students join the two sentences together to form a third sentence using one of the following words:

and but or

   a. Snow is fun.
      I prefer sunshine.

   b. She liked him a lot.
      She was afraid to go out with him.

   c. I watched him carefully.
      I noticed he looked sick.

   d. You could visit your brother.
      He could visit you.

   e. She waited at the train station.
      She missed him.

   f. I visited him in the hospital.
      He looked great.

g. Next summer we'll go to Canada.
Perhaps we'll go to Mexico.

4. Have students join the two sentences below using "who" and rearranging the word order, to form a third sentence.

a. The boy is my brother.
He fell down.

b. My friend is an Indian.
He plays tennis.

c. That girl is very tall.
She sits next to me in class.

d. Derek never stops talking.
He is going on television.

e. My history teacher is married to my English teacher.
He makes history very exciting.

(The above exercises can also be done by Group B while Group A reads paperbacks. If Group A is not able to do this excercise independently, the teacher could dictate to them some of the above sentences. Having them copy some of the above could be useful too.)

Day 28: ACTIVITY 5 - Review/Preview/Homework

Refer to introductory notes on Review/Preview/Homework activities on p. 13.

Day 29: ACTIVITY 1 - Journal Writing

Students are asked to write their opinions of the summer program. OR their suggestions for improvements for next summer if the program were to be offered again.

Day 29: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. recall facts.

DEVELOPMENT

Do a general round-up review of the different parts of a newspaper.

A. News Stories
   - international
   - national
   - local

B. Features
   - columnists
   - comics
   - horoscope
   - classified ads
   - weather
   - etc.

C. Op Ed
   - editorials
   - political cartoon
   - Voice of the People
   - Inquiring Photographer

DAY 29: ACTIVITY 3 - Reading/Literature or Content Area Lesson

PERFORMANCE OBJECTIVES Students will be able to:

. identify traits of characters in a story.
. deduce meanings not explicitly stated.

MATERIALS

Copies of "Sorry Wrong Number" from Stories of Surprise and Wonder, one for each student.

DEVELOPMENT

1. Ask students if they have ever had difficulty getting through on the telephone. How did they feel? How did they think they would feel if, in addition to having this trouble, they were invalids and could not get to another telephone? How would they try to help themselves?

2. Try to help students imagine this as a play coming through to them on the radio.

3. Read Act I aloud. (Be sure students understand drama conventions: name of speaker in caps, stage directions, importance of sounds.) Go over clues as to Mrs. Stevenson's character and her relationship with her husband. Go over Officer Duffy's reaction to her high-strung phone calls. What did he think of her? Why? Be sure to do whole play on one day otherwise the impact is destroyed.

4. Preteach some of the difficult words provided on p. 164.

5. Spend a small amount of time on the vocabulary for Act II. When you finish reading Act II, ask students what happened at the end. Then go back and track down the clues to the ending. Also discuss the ways in which Mrs. Stevenson's personality contributed to her end. Then do the comprehension questions at the end.

6. For a final discussion, ask the class what they would do if they heard a murder being planned, or if they saw a person being attacked. Would they try to help the victim? Why? How? What things are there that the ordinary person can do in reference to crime in our city or our neighborhood?

Day 29: ACTIVITY 4 - Sustained Silent Reading/Individualized Tutorial

PERFORMANCE OBJECTIVES Students will be able to:

. combine sentences.

DEVELOPMENT

1. Write sentences on board.

2. Have students read the sentences.

3. Have students join the two sentences together to form one sentence using the word, "which", and rearranging the words in correct order.

   a. His car broke down on the road.
      It is bright red.

   b. The television program was very long.
      It was about World War II.

   c. Karate is exciting.
      it is a form of fighting.

   d. The airplanes landed on the field.
      They were very noisy.

   e. Milk is not expensive.
      It is very good for everybody.

4. Write sentences on board.

5. Have students read the sentences. Have students join the three sentences together to form one sentence.

   a. Jane is tall.
      She is dark-skinned.
      She is very pretty.

   b. Derek went to the movies.
      His sister Alice went to the movies.
      His mother also went to the movies.

   c. Maria went to the drugstore.
      Then she went to the supermarket.
      Later she went to Alexander's.

d. Bob read the story.
I read the story.
The story was exciting.

e. The butcher cleaned the chicken.
The butcher was helpful.
The chicken was large.

(The above exercises can also be done by Group B while Group A reads paperbacks. If Group A consists of very low-level readers, the teacher could dictate to students some of the above sentences. Having students simply copy all three of the sentences in each batch could also be useful.)

Day 29: ACTIVITY 5 - Review/Preview/Homework

Review: Be sure to return vocabulary test papers today. After going over the whole test, spend a little extra time on the multi- meanings of words. The format, as well as the concept, of this question, usually causes difficulty.

Preview: Remind students that tomorrow they take the final CAT test. They should go to bed early, eat a good breakfast, bring pencils, etc.

Day 30: ACTIVITY 1 - CAT Test

Administer California Achievement Test to students.

Teacher Evaluation

Dear Teacher:

Your evaluation of these lessons will be extremely helpful to future efforts. Therefore, please take a moment sometime after this program is over to complete the questionaire below and return it to this office.

Both your comments and your contributions will be very much appreciated.

Sincerely,

Steven Tribus
Director (Interim Acting)
Communication Arts Unit

High School PREP Program, Summer 1983

Teacher Evaluation of Lessons in Communication Arts

Check one: Evaluation for lessons 4.9 and below ____ 5.0 and above ____

1. The structure of the 75-minute lesson was _____.
2. The sequence of instruction of the whole class reading lesson was _____.
3. The anthologies provided are _____.
4. General comments on the design and materials: _____

_____

_____

5. Lessons . Comments

Week 1 _____

Week 2 _____

Week 3 _____

Week 4 _____

Week 5 _____

Week 6 _____

6. Suggestions for Improvement: Include here any original or published materials you added to this curriculum that you would recommend for future use. All contributions used will be given appropriate credit.

_____

_____

_____

_____

_____

Name (Optional) _____ Summer Site _____

Summer Supervisor _____

Group Taught: A _____ B _____

Home address _____ Boro _____ Zip _____

Return to: Steven Tribus, Communication Arts Unit, Room 401,
131 Livingston Street, Brooklyn, N.Y. 11201